



KG1

# Connect

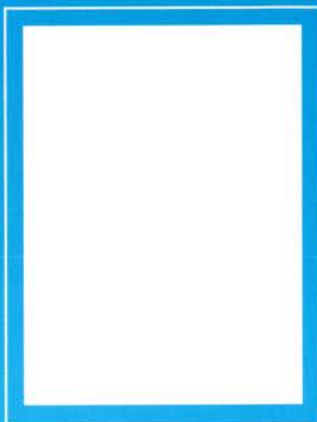
Term 2

Student's Book



2018-2019

غير مصرح بتداول الكتاب خارج  
وزارة التربية والتعليم الفني



**Name:** .....

**School:** .....

**Class:** .....

**Year:** .....





KG1

# Connect

Term 2

Student's Book



Claire Medwell  
with Wendy Cherry and Emma Wilkinson



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## Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives, keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

## **A Word from the Minister of Education and Technical Education**

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

**Dr. Tarek Galal Shawki**  
**Minister of Education and Technical Education**



# Scope and sequence

	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
How the world works	5 My food	apple, date, egg, nut, orange, strawberry, grapes	I like (oranges). Me, too!	f: four, flower, fork s: strawberry, star, school Identifying the last letter in a word	<b>Participation:</b> We like to give <b>Communication:</b> Show and tell <b>Problem solving:</b> Finding a problem and suggesting solutions	<b>Respect:</b> Let's say thank you! <b>Independence:</b> Show and tell	<b>Community participation:</b> Shopping <b>Preventative health:</b> Healthy eating	<b>Science:</b> Healthy food <b>Project:</b> A healthy food plate
	6 Let's visit the zoo	camel, elephant, giraffe, lion, monkey, snake	What's that? It's a (giraffe).	e: elephant, egg, exit, O: orange, olives, on	<b>Communication:</b> Show and tell	<b>Empathy:</b> We care for animals! <b>Curiosity:</b> Explore new sounds!		<b>Science:</b> Animal habitats
Communication	7 My toys	ball, balloon, car, doll, robot, teddy bear; blue, green	Where's my (robot)? Look, here it is. Thank you.	a: ant, apple r: robot, rabbit, ring Identifying the middle letter in a word	<b>Communication:</b> Show and tell <b>Participation:</b> Let's share!	<b>Participation:</b> Let's share!	<b>Community participation:</b> Playing together	<b>Math:</b> Counting (5-10) <b>Art:</b> A teddy bear
	8 Let's go shopping	cap, jacket, sweater, shorts, skirt, t-shirt	Put on your (t-shirt). I'm wearing (a yellow skirt).	c: cap, car, cat j: jacket, jump Identifying the last letter in a word	<b>Self-management:</b> I can get dressed <b>Communication:</b> Show and tell	<b>Self-management:</b> Let's get dressed!		<b>Math:</b> Counting (1-10) <b>Art project:</b> A paper doll
	Review 2	Revision of vocabulary from units 5–8	Revision of language from units 5–8	Revision of phonics from units 5–8				



## My food



1 Listen and point



apple



date



egg



nut



orange



strawberry



2 Sing

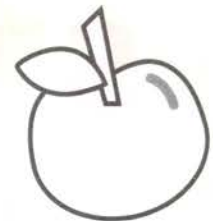
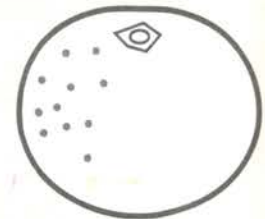
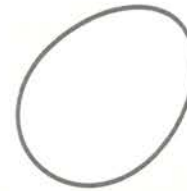




1 Listen and point



2 Match, color and say



**Vocabulary:** apple, date, egg, nut, orange, strawberry

# f s Learn sounds with Busy Bee!



1 Listen and repeat



2 Look and circle f and s



abcdefghijklmnopqrstuvwxyz

Phonics: the f and s sounds



**f****s**

# Learn to write with Busy Bee!

Handwriting

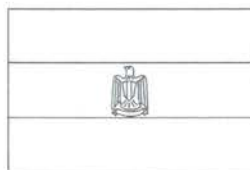
Unit  
**5****1** Trace and copy**2** Color and say

4

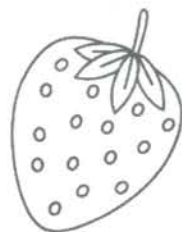
our



lower



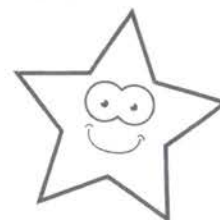
lag



trawberry



chool



tar

a b c d e **f** g h i j k l m n o p q r **s** t u v w x y zPhonics: the *f* and *s* sounds

# Let's learn about words!

Listening and speaking

Unit  
**5**



1 Listen and circle the last letter

1



a o

2



h m

3



h m

4



b d

5



a o

6



b d



2 Write your name

My name is .....



3 Circle the last letter in your name



# Let's learn about words!

Handwriting Unit  
**5**



Trace and say

1



egg

2



apple

3



orange

4



date

5



strawberry

6



nut

# A day out

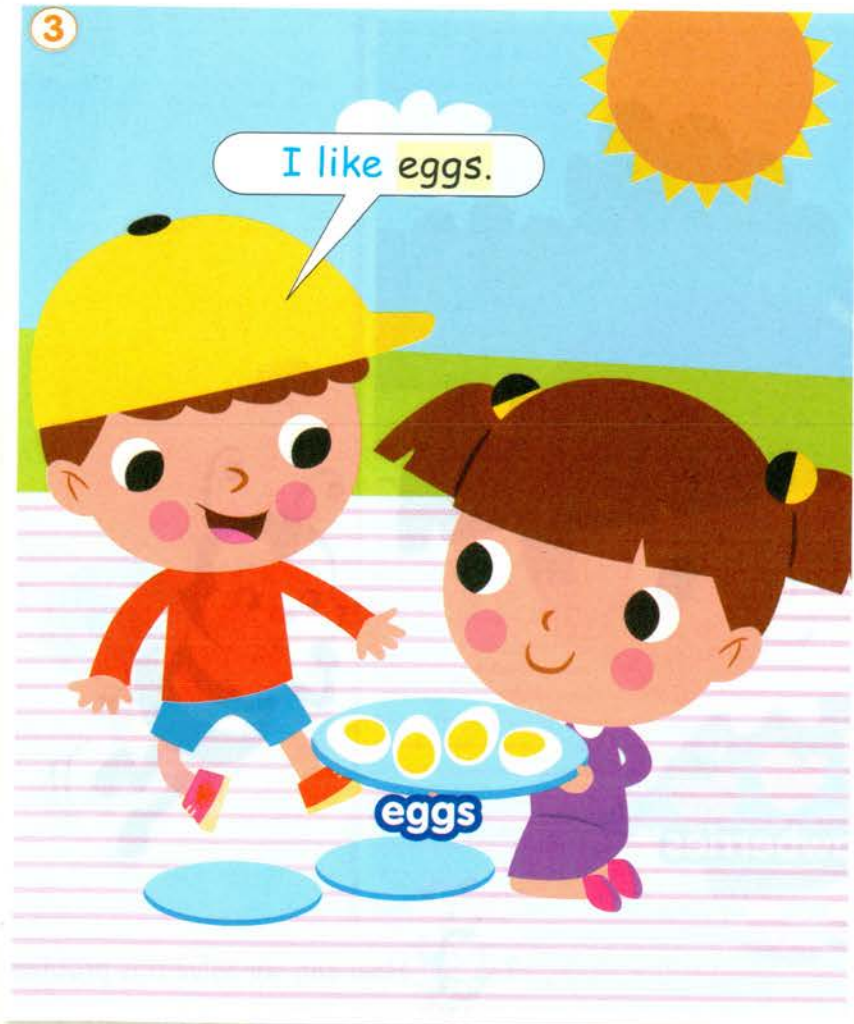


1 Listen and point



Story: A day out I like (oranges). Thank you, (Adam).







**Think!** How can we solve this problem?







# A day out



1 Listen, cut and stick

1



2



3



4



5



6



Go to page 93



# A day out



1 Look, listen and number



2 Choose, draw and say



# Let's say thank you!

Life skills **Unit 5**



**1** Look and say



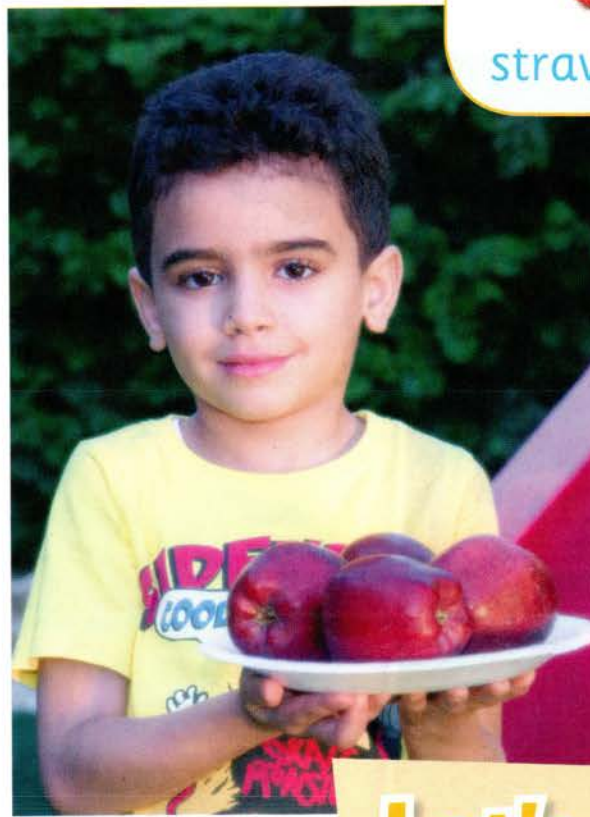
strawberries



apples



grapes



**2** Sing and do

**Let's say thank you!**

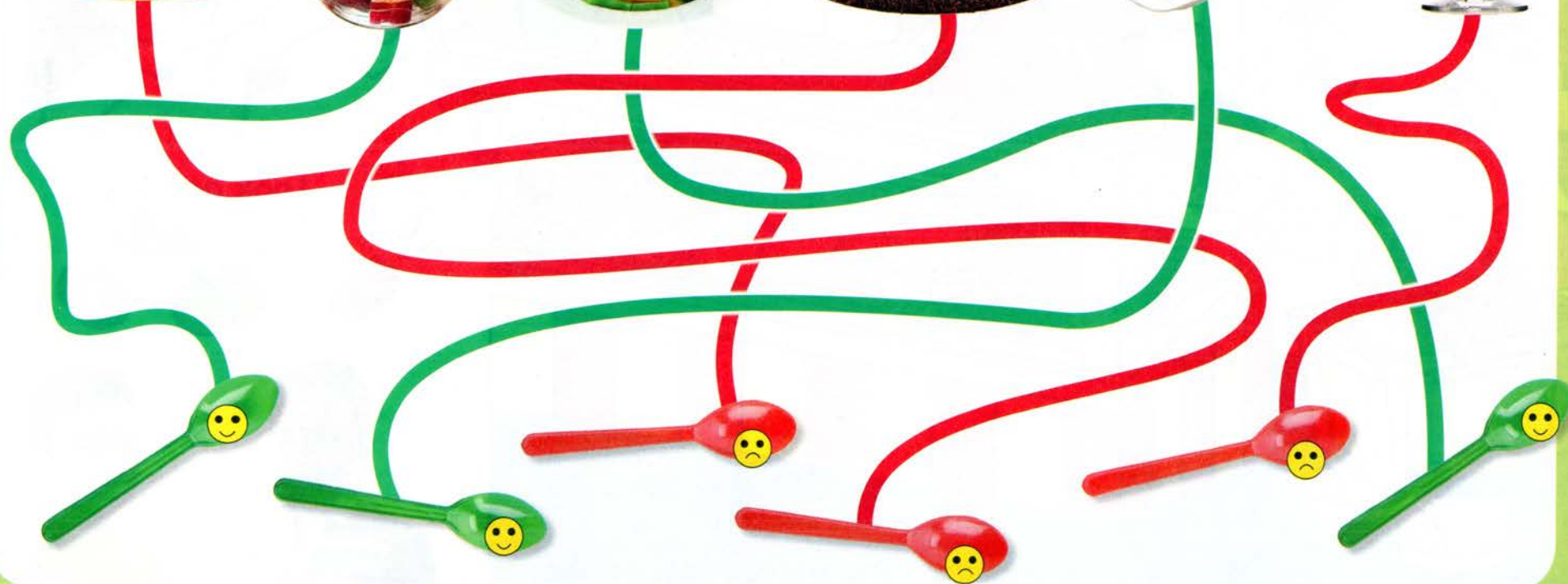


# Healthy food

Science **Unit 5**

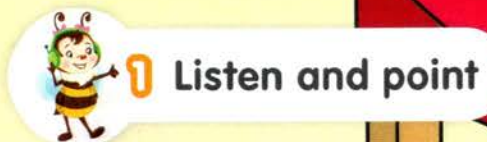


Look and follow





# I like strawberries!



2 Look and say





# I like strawberries!

## Listening and speaking **Unit 5**



**1** Listen and match



**2** Say

**1**



**2**



**3**



**4**



**Listening and speaking:** *I like (strawberries). Me, too!*

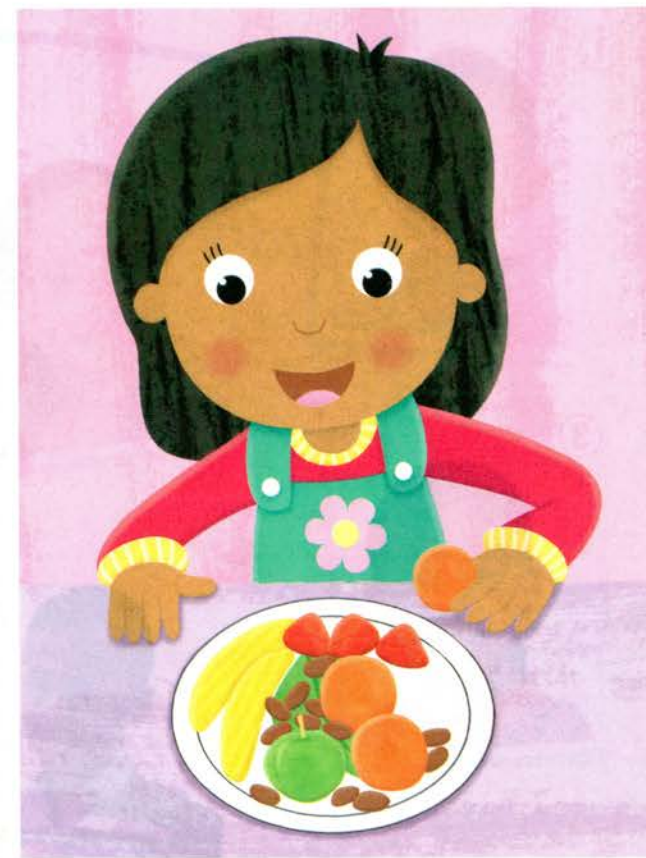
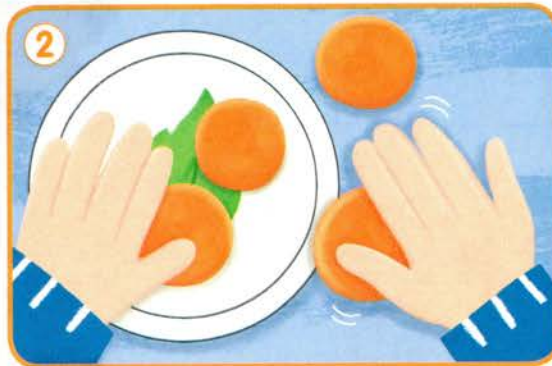


# A healthy food plate

Project **Unit 5**

1 Make a healthy food plate

2 Look and say



 Go to page 87



A group of five children are seated around a light blue rectangular table. On the table are several plates of food: a plate of white rice topped with brown sauce, a plate of green beans, a plate of red cherry tomatoes, and a plate of fruit including apples and bananas. The children are dressed in casual clothing; one boy wears a red 'TOMMY' t-shirt, and a girl wears a pink floral dress. They are all smiling and looking towards each other, appearing to be in conversation. The background is a vibrant mural with stylized animals like a pink cow and a blue sheep. The floor is covered with a blue rug featuring colorful letters and shapes.

## Vocabulary



### Values

Phonics **f** **s**

## Project



19



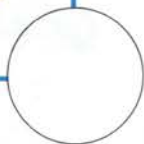
# Play time



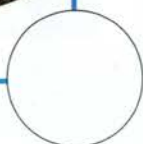
Look and draw 😊 or ☹️



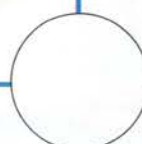
1



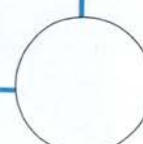
2



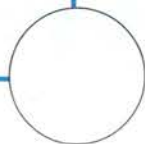
3



4



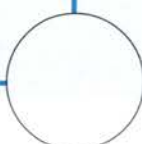
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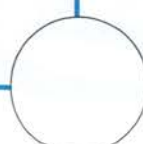
6



7



8







1 Look and circle the odd one out

1



2



3



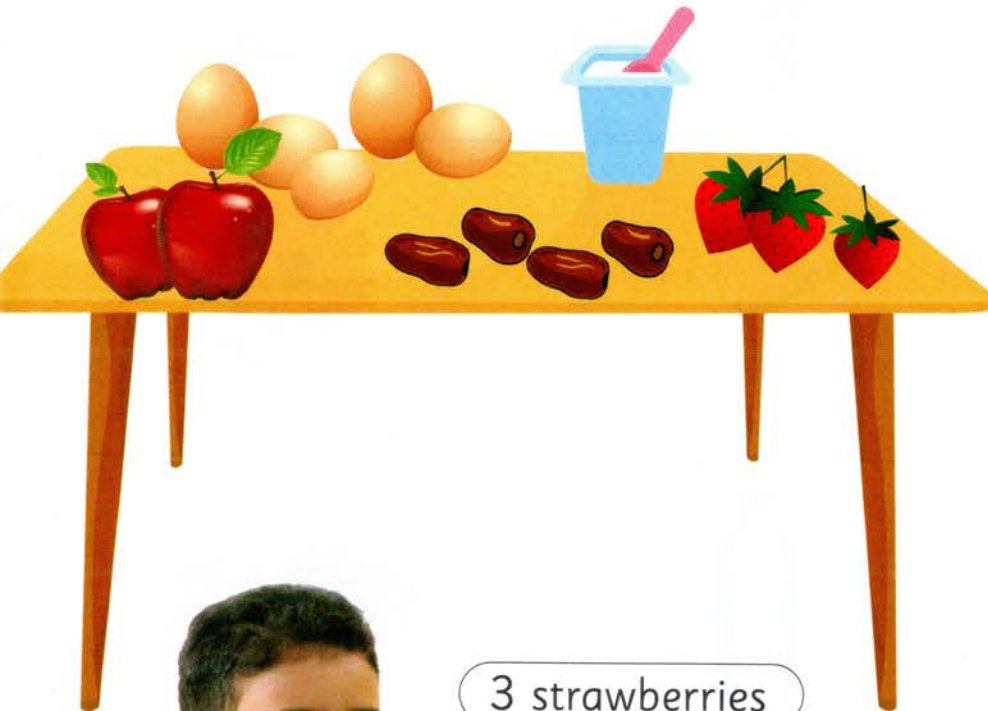
4



# Play time



1 Find the difference



3 strawberries

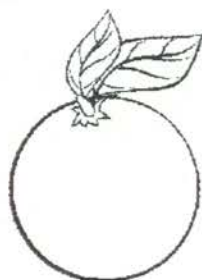
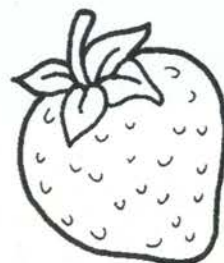


4 strawberries





**1** Look, trace and color



Teacher assessment


☐

☐

☐

☐

Unit  
**6**

# Let's visit the zoo



1 Listen and point



2 Sing



camel



elephant



giraffe



lion



monkey



snake

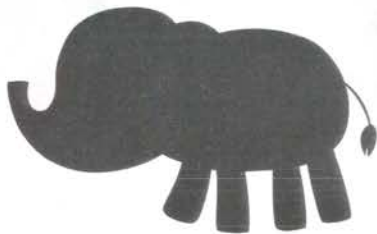
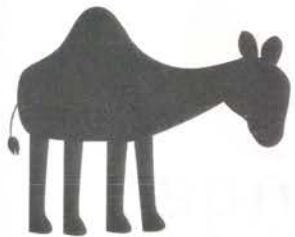
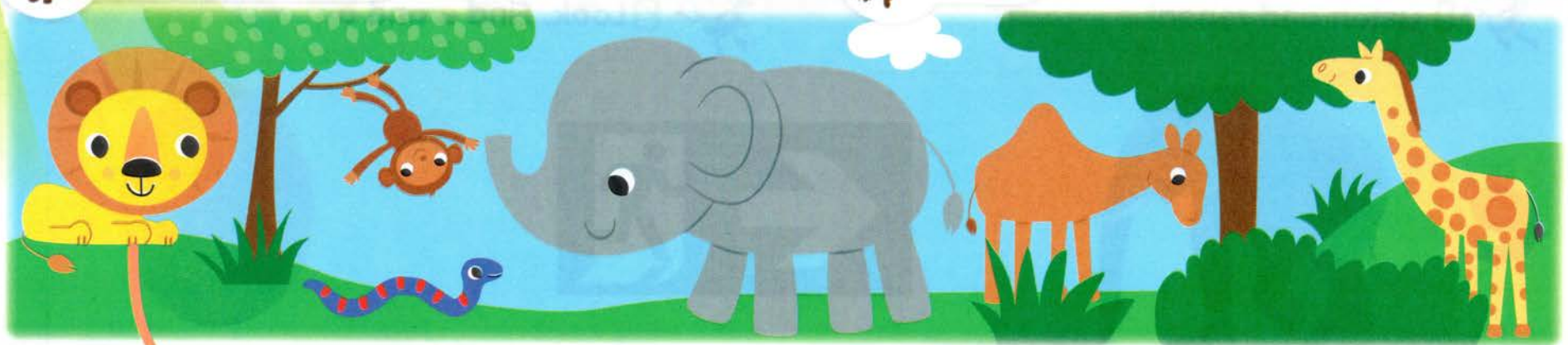




1 Look and match



2 Say



**Vocabulary:** camel, elephant, giraffe, lion, monkey, snake



e

o

# Learn sounds with Busy Bee!

Phonics Unit 6



1 Listen and repeat



2 Look. Find e and o

e



elephant



exit



egg

o



on



olives



orange



abcdefghijklmnopqrstuvwxyz





e

o

# Learn to write with Busy Bee!

Handwriting Unit 6



1 Trace and copy



2 Look, trace and circle



e lephant



e gg



e xit



o n



o range



o lives



abcdefghijklmnopqrstuvwxyz

Phonics: the e and o sounds

# Let's learn about words!



1 Listen and circle e

1



e<sup>g</sup>g

3



bed

5



red

2



elephant

4



pencil

6



hello



2 Listen again and say



# Let's learn about words!

Listening and  
speaking

Unit  
**6**



1 Listen and circle o

1



doll

2



hop

3



orange

4



olives

5



dog

6



dolphin

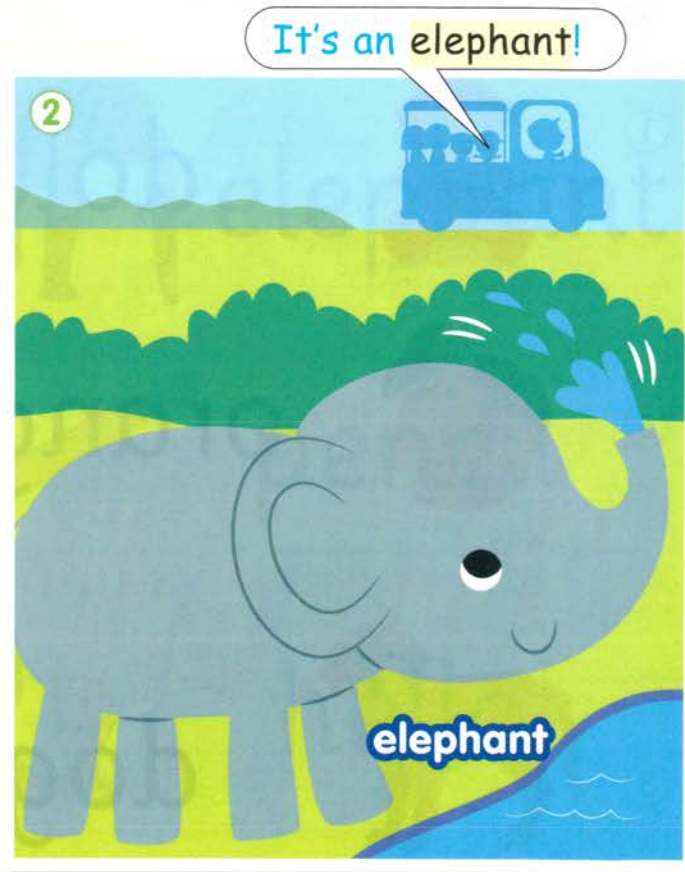
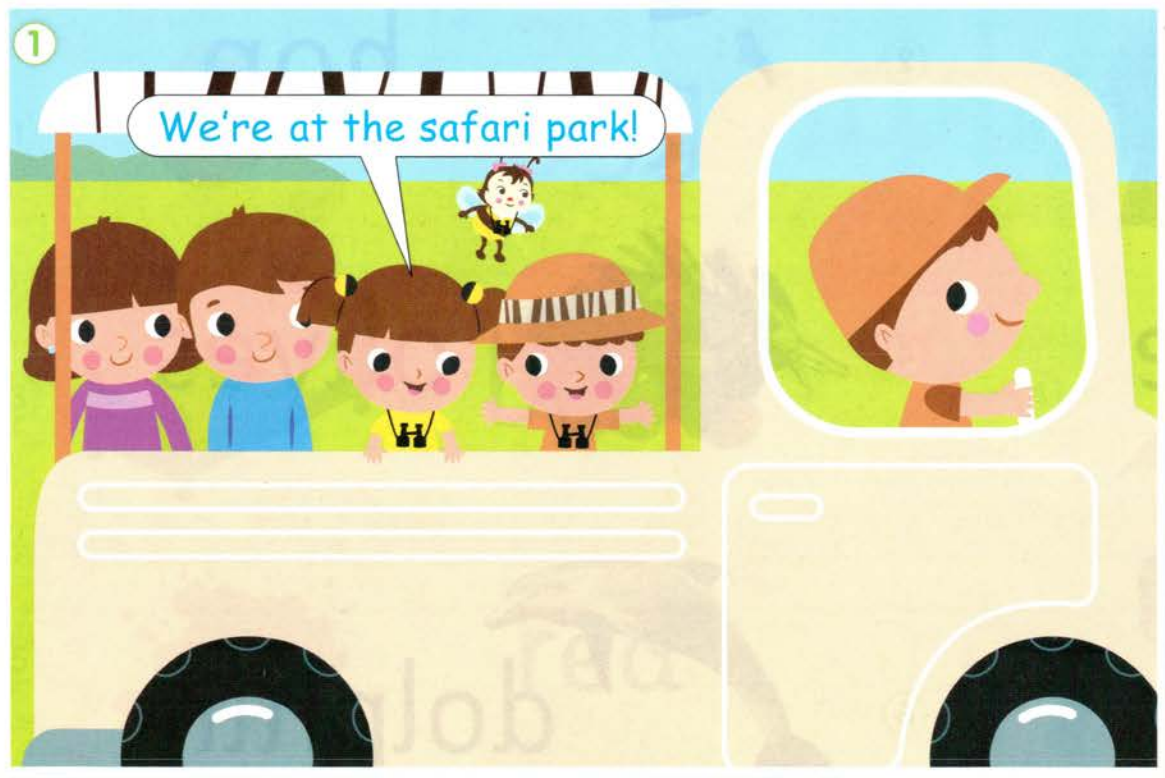


2 Listen again and say

# At the Safari Park

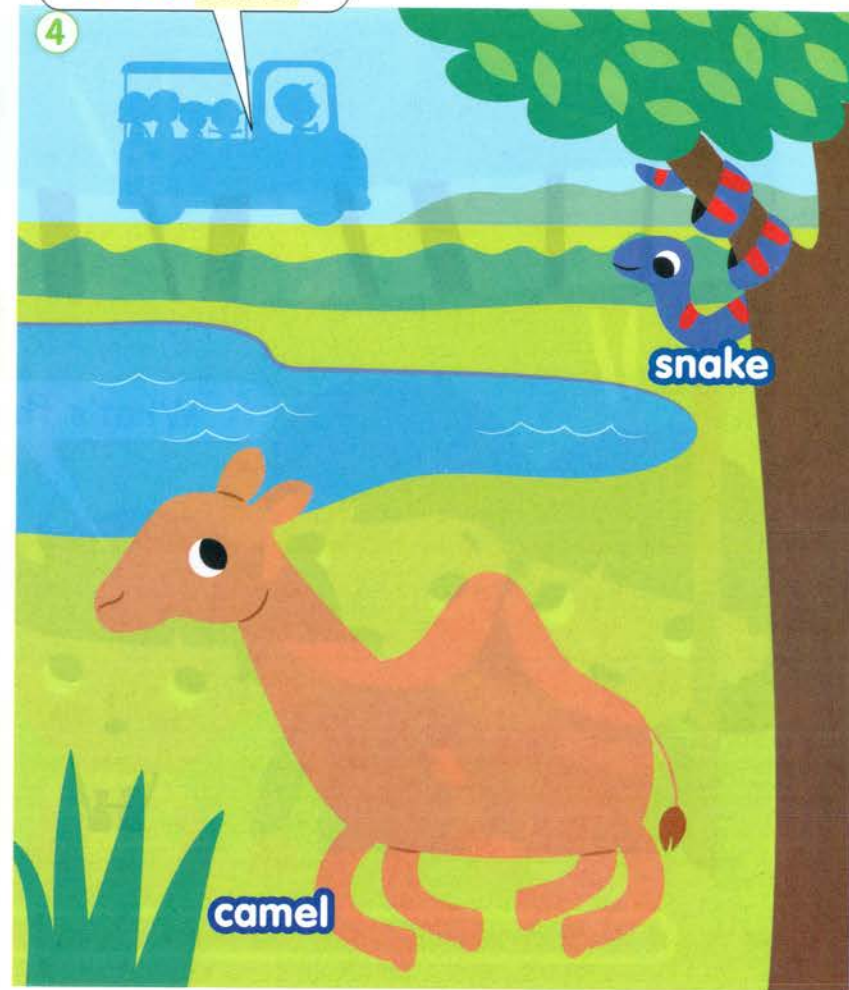
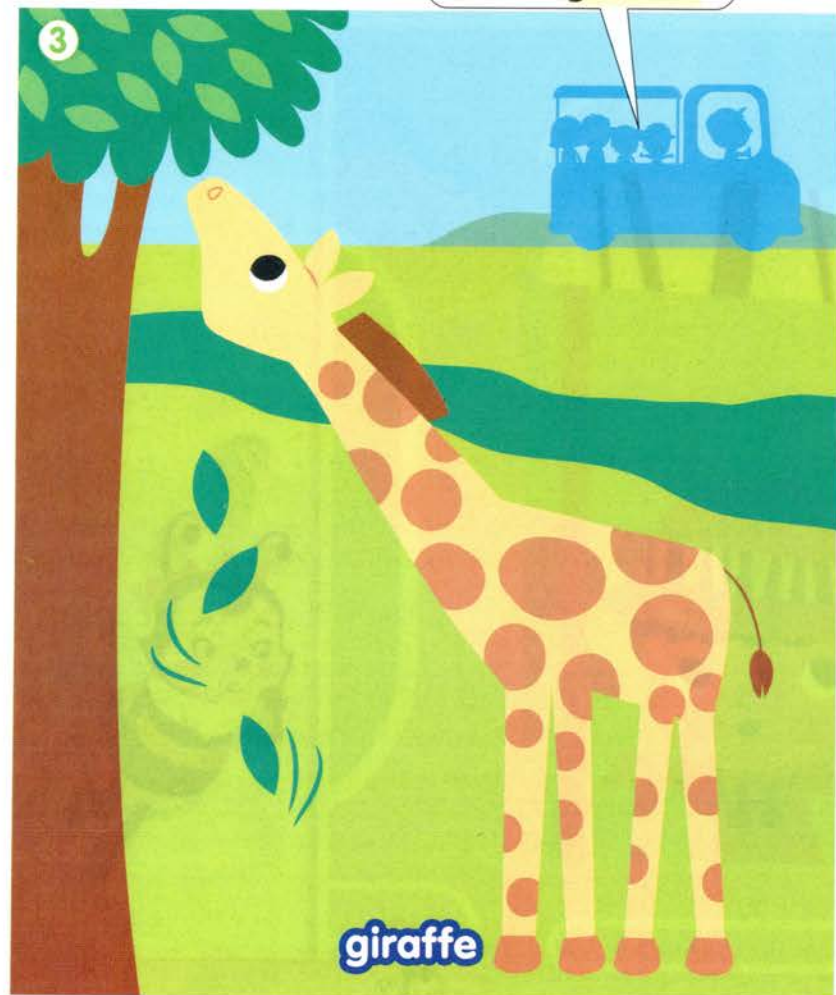


1 Listen and point



**Story:** At the Safari Park What's that? It's a (giraffe).







Think!

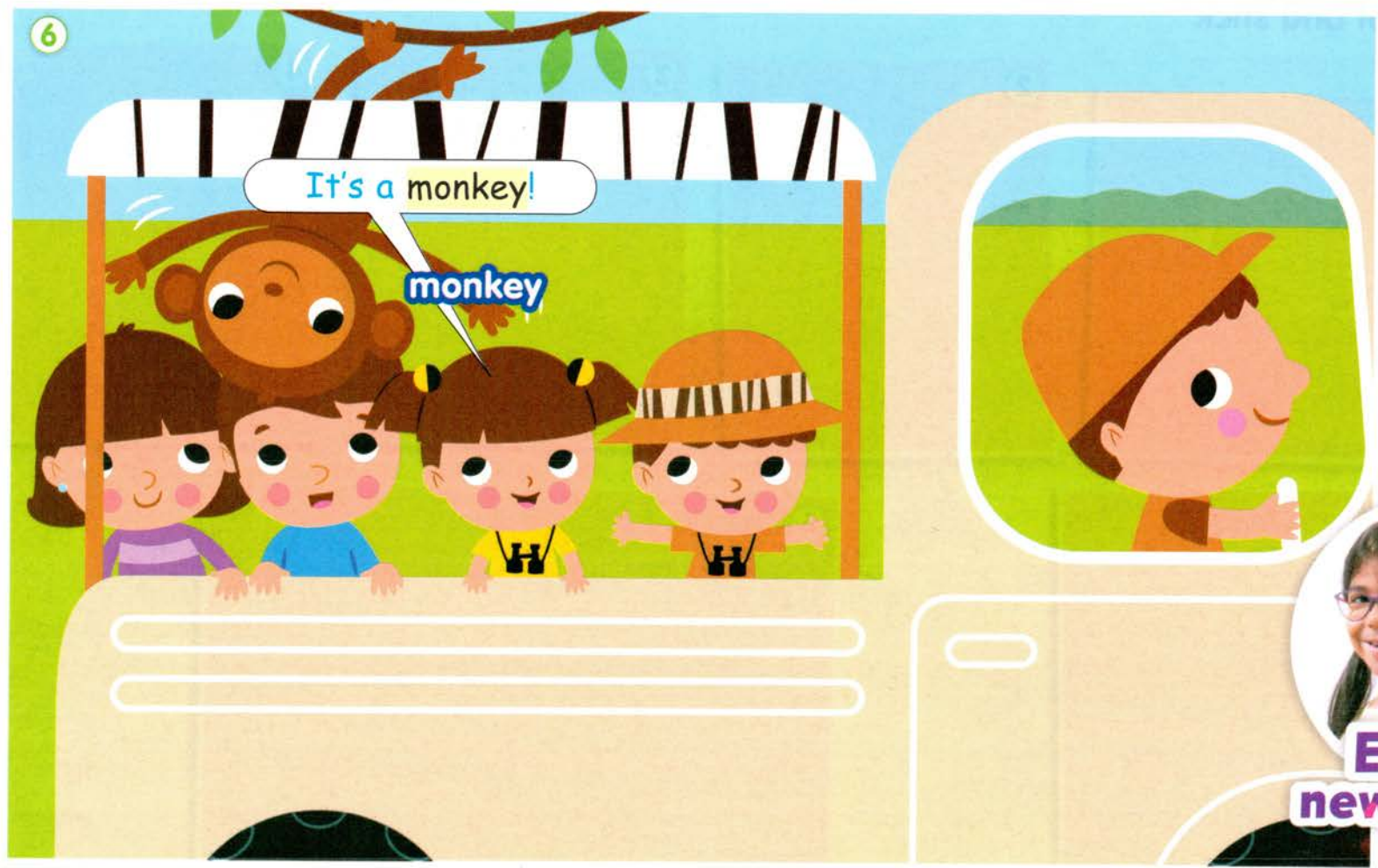


How can we solve this problem?





6



**Explore  
new sounds!**



# At the Safari Park



1 Listen, cut and stick

1



2



3



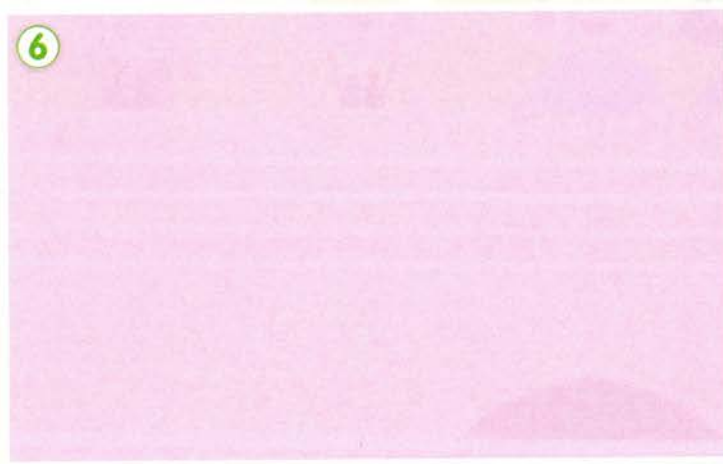
4



5



6



Go to page 95

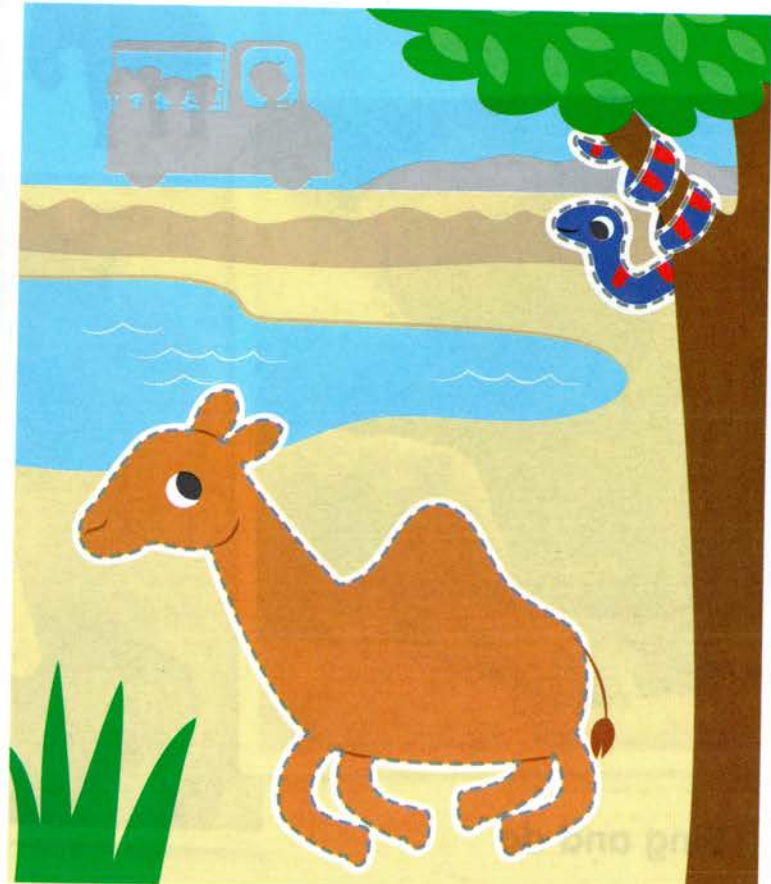
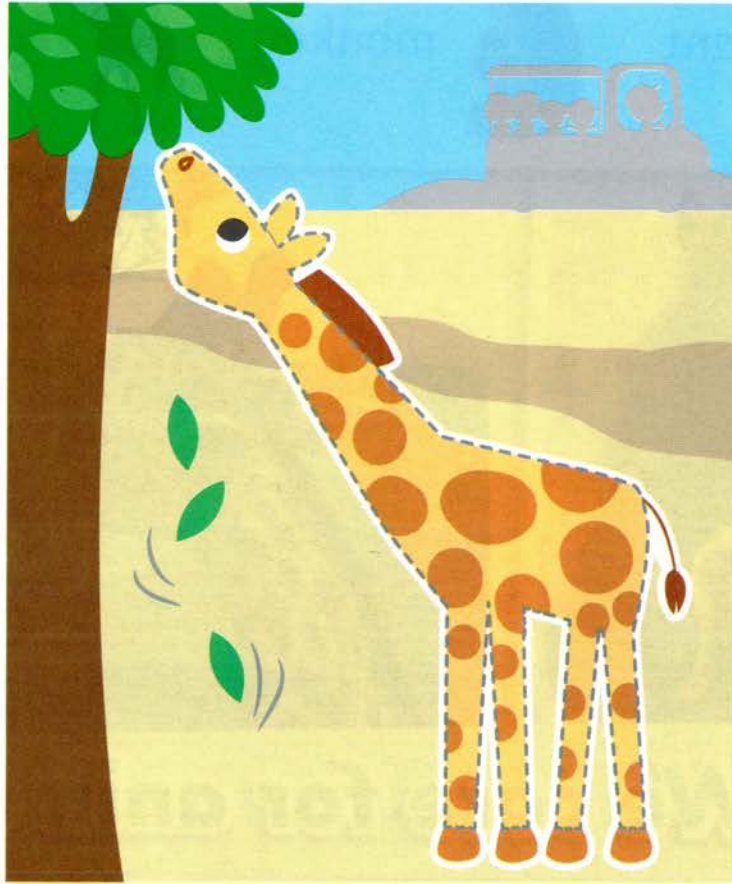


# At the Safari Park

Story Unit  
**6**



1 Look, trace and say



**Story:** At the Safari Park    What's that? It's a (giraffe).



# Let's think about animals!



1 Look and say



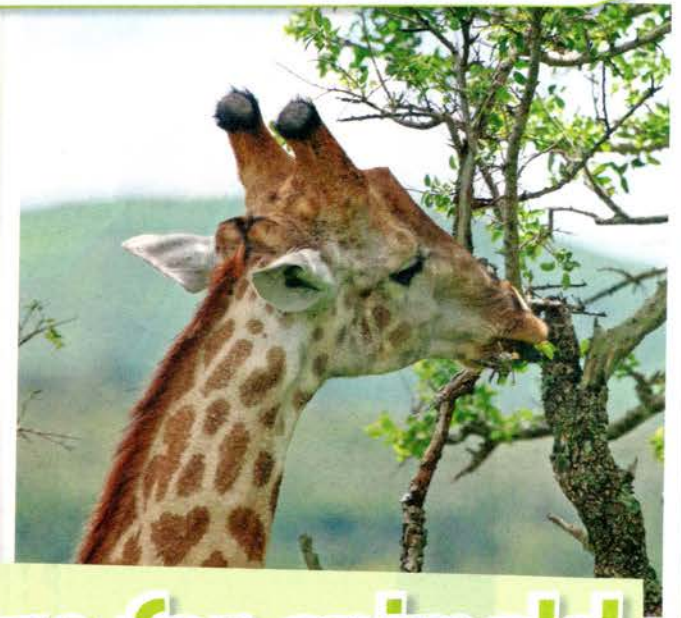
elephant



monkey



giraffe



**We care for animals!**



2 Sing and do



# Let's think about animals!

Values **Unit 6**



1 What do the animals eat? Match



horse



bird



fish



hay



dolphin



lion



seeds



meat

**Values:** Caring for and feeding animals



# What's that?



1 Listen and point



2 Look and say

Listening and speaking: What's that? It's a (giraffe).

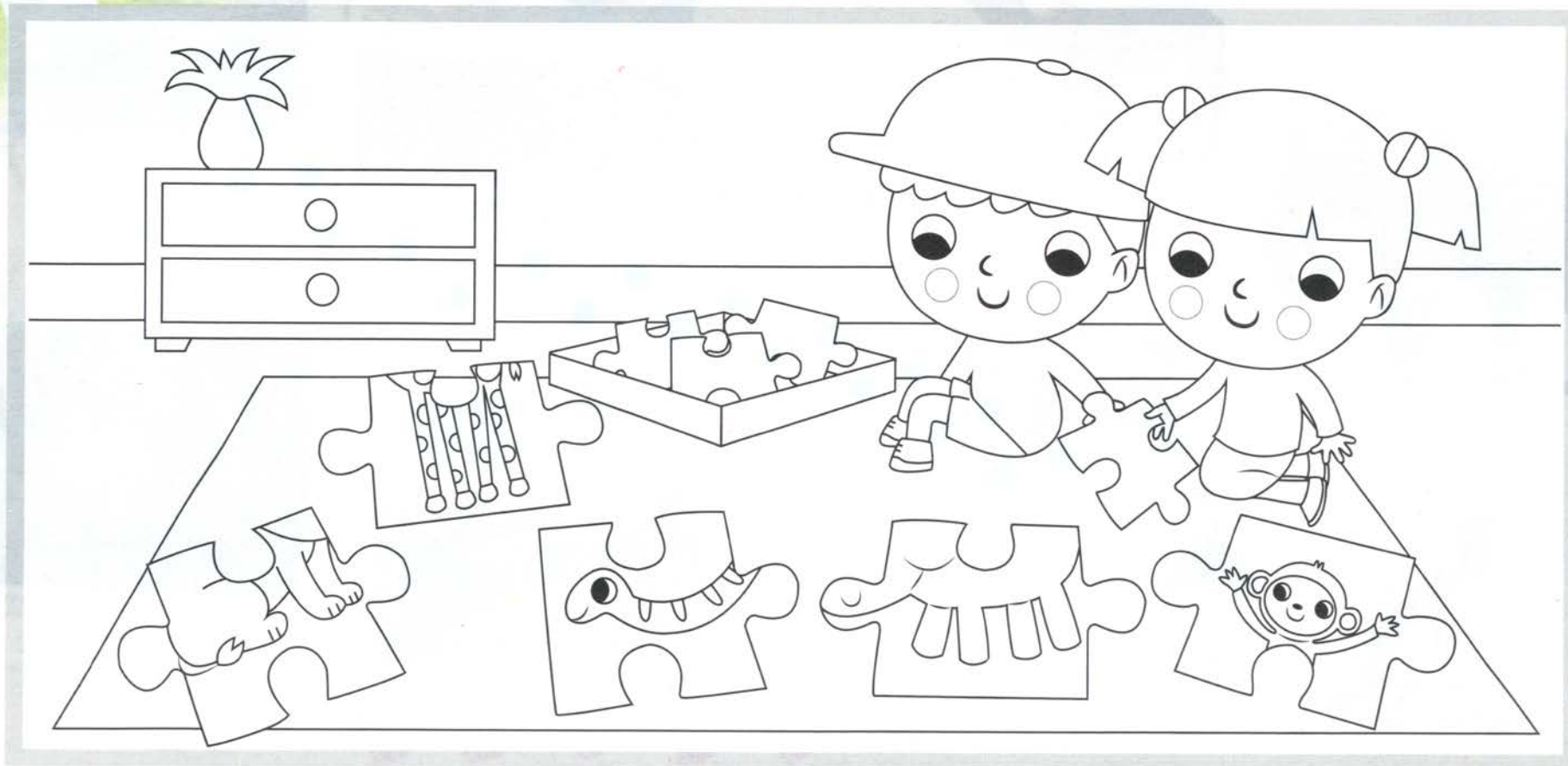


# What's that?

## Listening and speaking **Unit 6**



**1** Make a puzzle. Then color and say



**Listening and speaking:** What's that? It's a (giraffe).

# Animal habitats



1 Look and follow



desert



sea



grassland



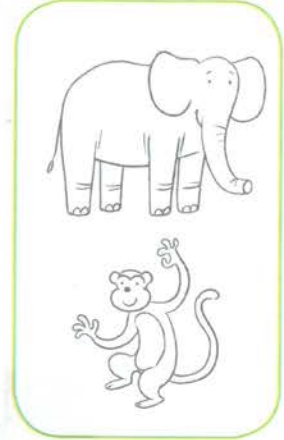
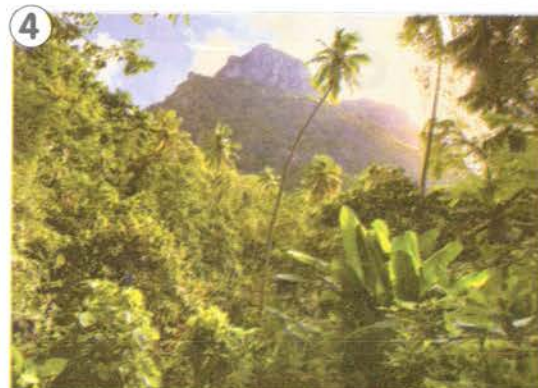
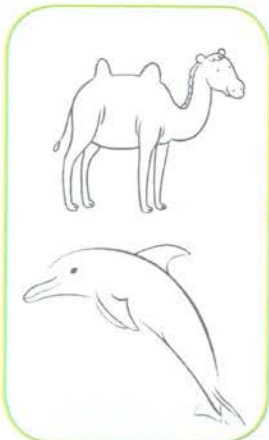
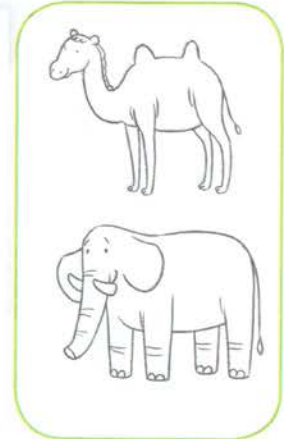
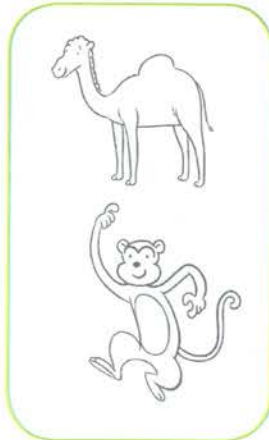
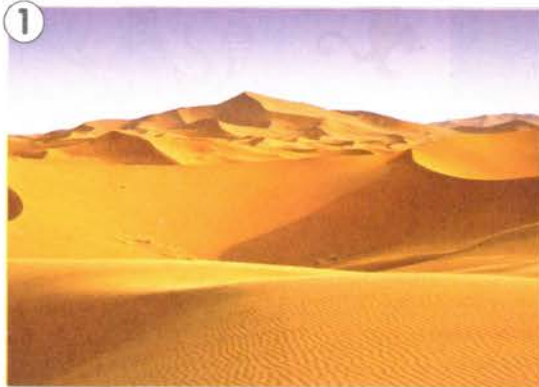
rainforest







1 Choose, circle and color



# Play time



1 Take the animals home







1 Look and match, then draw



4



1

e

2

f

3

o

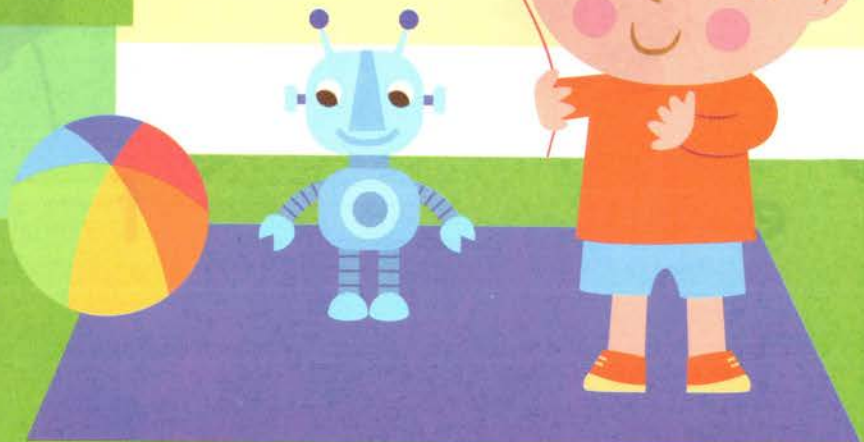
Teacher assessment



# My toys



1 Listen and point



ball



balloon



car



doll



robot



teddy bear



2 Sing

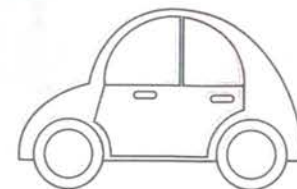
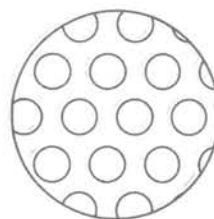
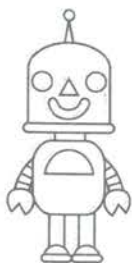




1 Listen, look and say



2 Match and color



**Vocabulary:** ball, balloon, car, doll, robot, teddy bear



a

r

# Learn sounds with Busy Bee!



1 Listen and repeat



2 Look and circle r and a

a



apple



ant

r



robot



rabbit



ring



a b c d e f g h i j k l m n o p q r s t u v w x y z

Phonics: the a and r sound





a

r

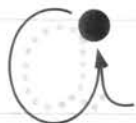
# Learn to write with Busy Bee!

Handwriting

Unit  
7



1 Trace and say



apple

ant

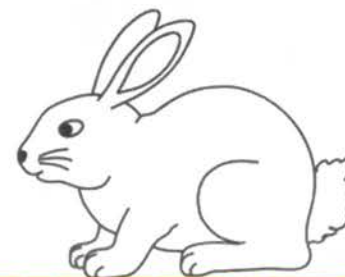


robot

rabbit



2 Listen, say and color



a b c d e f g h i j k l m n o p q r s t u v w x y z

# Let's learn about words!

Listening and  
speaking

Unit  
7



1 Listen and circle the last letter

1



car



2 Listen and underline the middle letter

1



cat

2



red

2



cap

3



bear

3



sad



3 Listen again and say

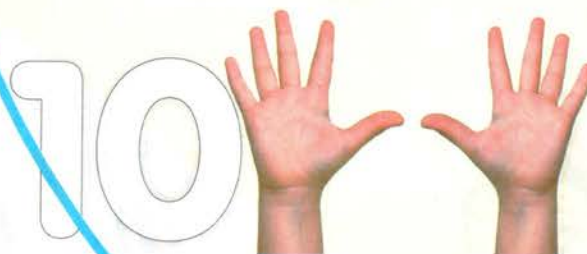
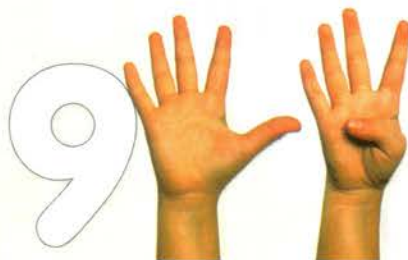
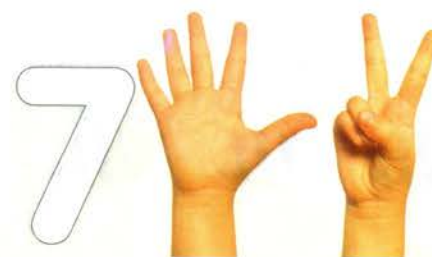


# Learn numbers with Busy Bee!

Math Unit 7



1 Listen and point



2 Listen and match

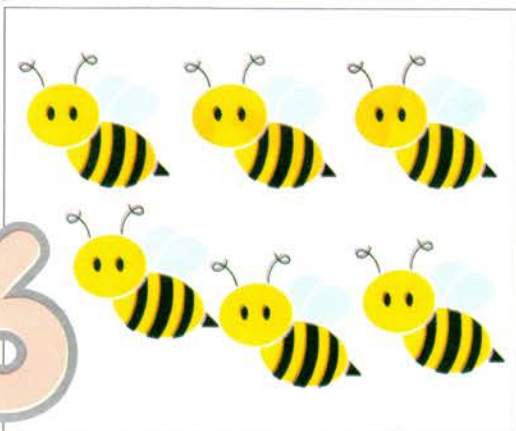


I can count!

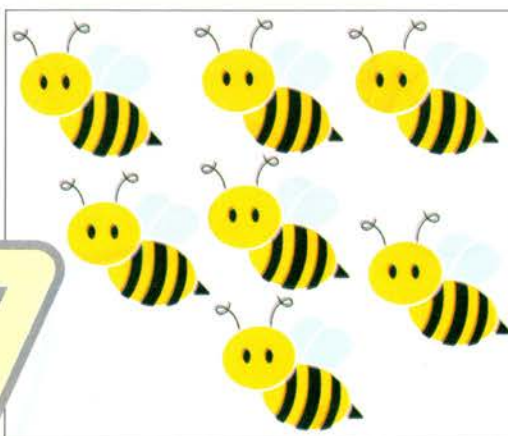


1 Listen and count

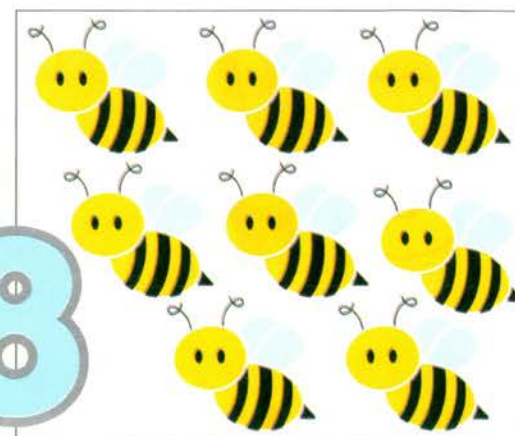
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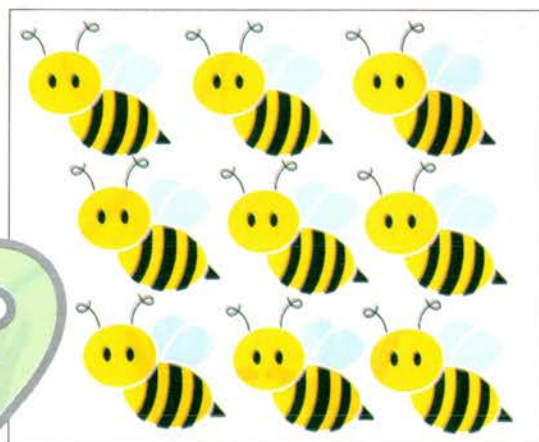
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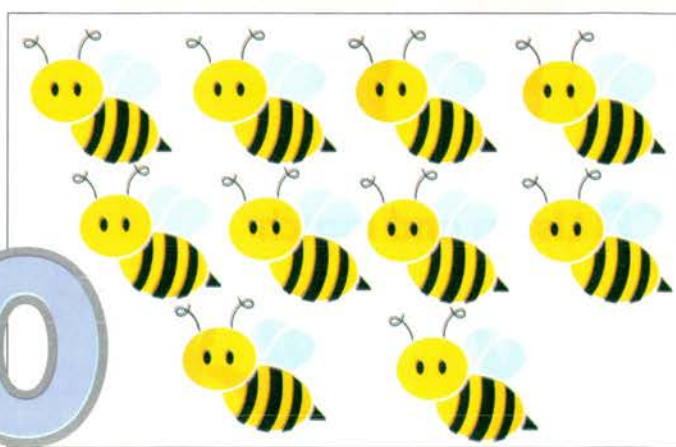
8



9



10



2 Sing





**1 Count and write**

①



6

③



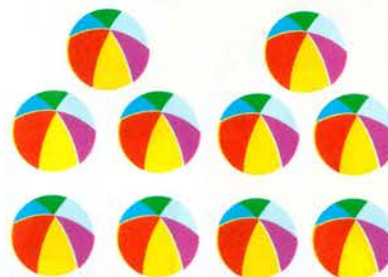
**2 Count and say**

6 balloons!

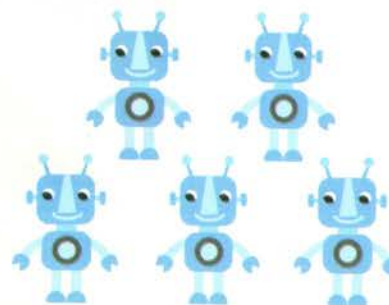
②



④



⑤



# Let's share!



1 Look and say



balls



cars



dolls



2 Sing and do



I share my toys!



# Let's share!

Life skills **Unit 7**



1 Draw and color



**Values:** Sharing

# Where's my robot?



1 Listen and point



2 Look and say



**Listening and speaking:** Where's my (robot)? Here it is. Thank you.

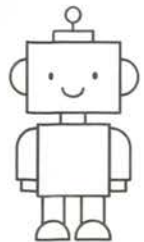
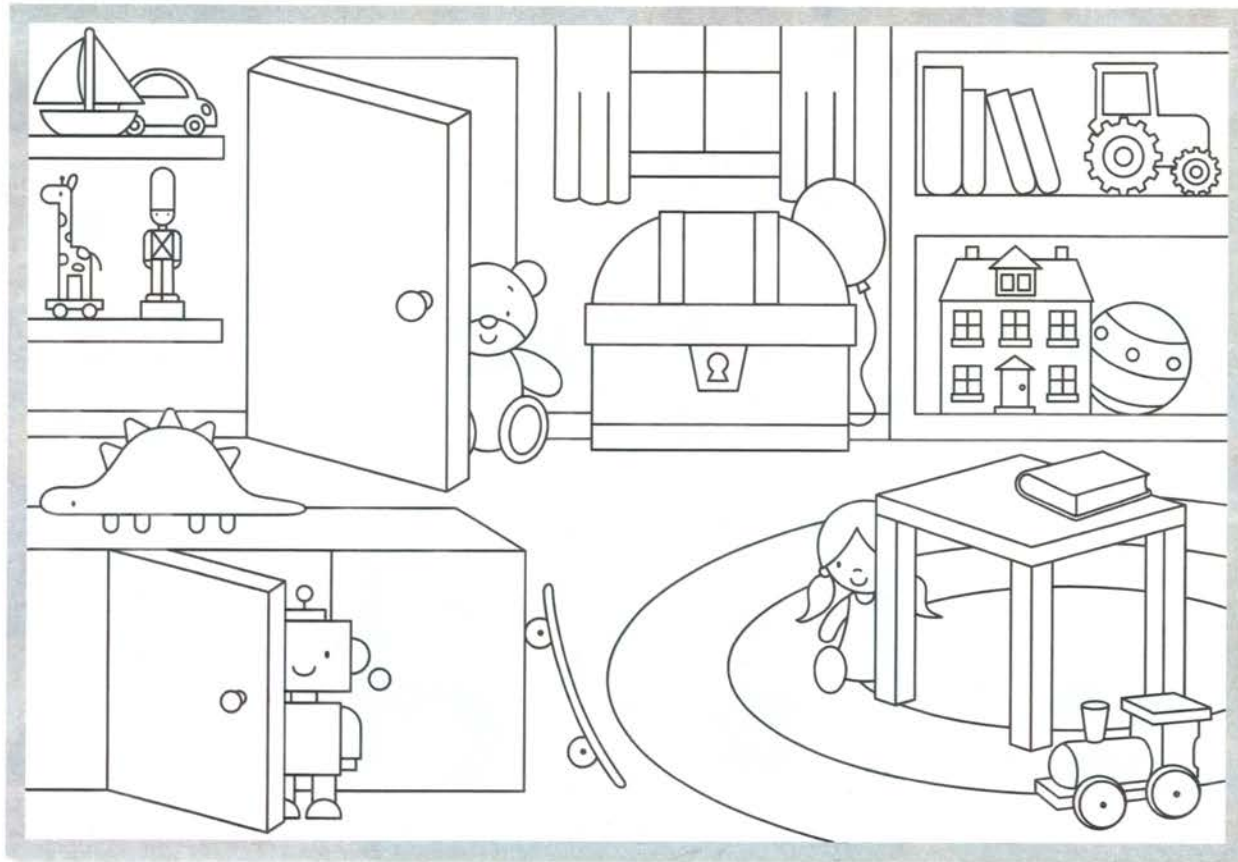


# Where's my robot?

Listening and speaking **Unit 7**



Find, circle and color



**Listening and speaking:** *Where's my (robot)? Here it is. Thank you.*

# A teddy bear



1 Make a teddy bear



2 Look and say



**Project:** A teddy bear Hello, I'm (Ted). I'm a teddy bear.



# Show and tell



1 Show and tell



## Unit review **Unit 7**



2 Look and color

Vocabulary



Life skills



Phonics **a** **r**



Project



# Play time



1 Circle the odd one out



1



2



3



4





**1 Draw and color your toys**



Teacher assessment



## Let's go shopping



1 Listen and point



2 Sing



cap



jacket



sweater



shorts



skirt



t-shirt





1 Look, match and circle

# Vocabulary Unit 8



**Vocabulary:** cap, jacket, shorts, skirt, sweater, t-shirt



c j

# Learn sounds with Busy Bee!

Phonics **Unit 8**



1 Listen and repeat



2 Look. Find c and j

c



cap



car



cat

j



jacket



jump



abcdefghijklmnopqrstuvwxyz





c

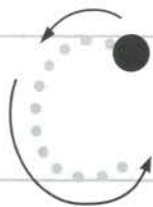
j

# Learn to write with Busy Bee!

Handwriting Unit 8



1 Trace and copy



car

cat



jacket

jump



2 Write the letter



abcdefghijklmnopqrstuvwxyz

Phonics: The c and j sounds

# Let's learn about words!

Listening and  
writing

Unit  
**8**



1 Listen and circle the last letter

1



r

u

2



s

r

3



a

m



2 Trace

1



cap

2



cat

3



car



# Let's read with Busy Bee!

Reading **Unit 8**



1 Read and follow

1



It's a cat.

2



The cat is sad.

3



The sad cat is on the car.

4



The sad cat has a cap.

# Let's play!



1 Listen and point



**Story:** Let's play! Put on your (t-shirt). I'm wearing (a yellow skirt).







5

Can I help you?



Think? What is the problem?





# Let's play!



1 Listen, cut and stick

1

2

3

4

5

6

 Go to page 97





# Let's play!

Story Unit  
**8**



**1** Listen and color



**Story:** Let's play! I'm wearing (blue) shorts and a (red) cap.

# Let's get dressed!



1 Look and say



cap



jacket



sweater



2 Sing and do



I dress myself!

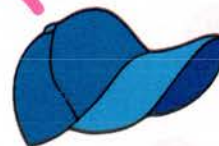


# Let's get dressed!

Life skills **Unit 8**



1 Match, trace and say



**Self-management:** Getting dressed



# Put on your cap



1 Listen and point



2 Look and say

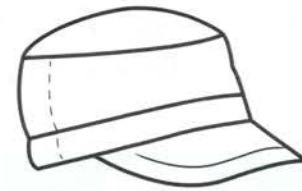




# Put on your cap



1 Match, color and say



Listening and speaking

Unit  
8

Listening and speaking: Put on your (red jacket).

# A paper doll

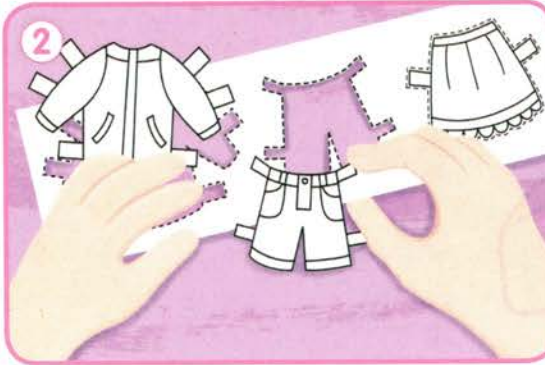
Project **Unit 8**



**1** Make a paper doll



**2** Look and say



 Go to page 91



# Show and tell



1 Show and tell



Unit review **Unit 8**



2 Look and color

Vocabulary



Life skills



Phonics **c j**



Project



# Play time



1 Look and put 😊 or ☹️



1



2



3



4



5



6







**1 Look and match**



**6**

**7**

**8**

**9**

**10**

Teacher assessment


☐

☐

☐

☐





# Review 2

Vocabulary **Review 2**



1 Listen and point



2 Color the star





**1** Look, count and color



# Play time



1 Count and match, then color

6

7

8

9

10







1 Listen and color

Language **Review 2**





 **0** Play the game





**1 Listen and point**



**2 Act**

Revision of language and vocabulary from units 5–8

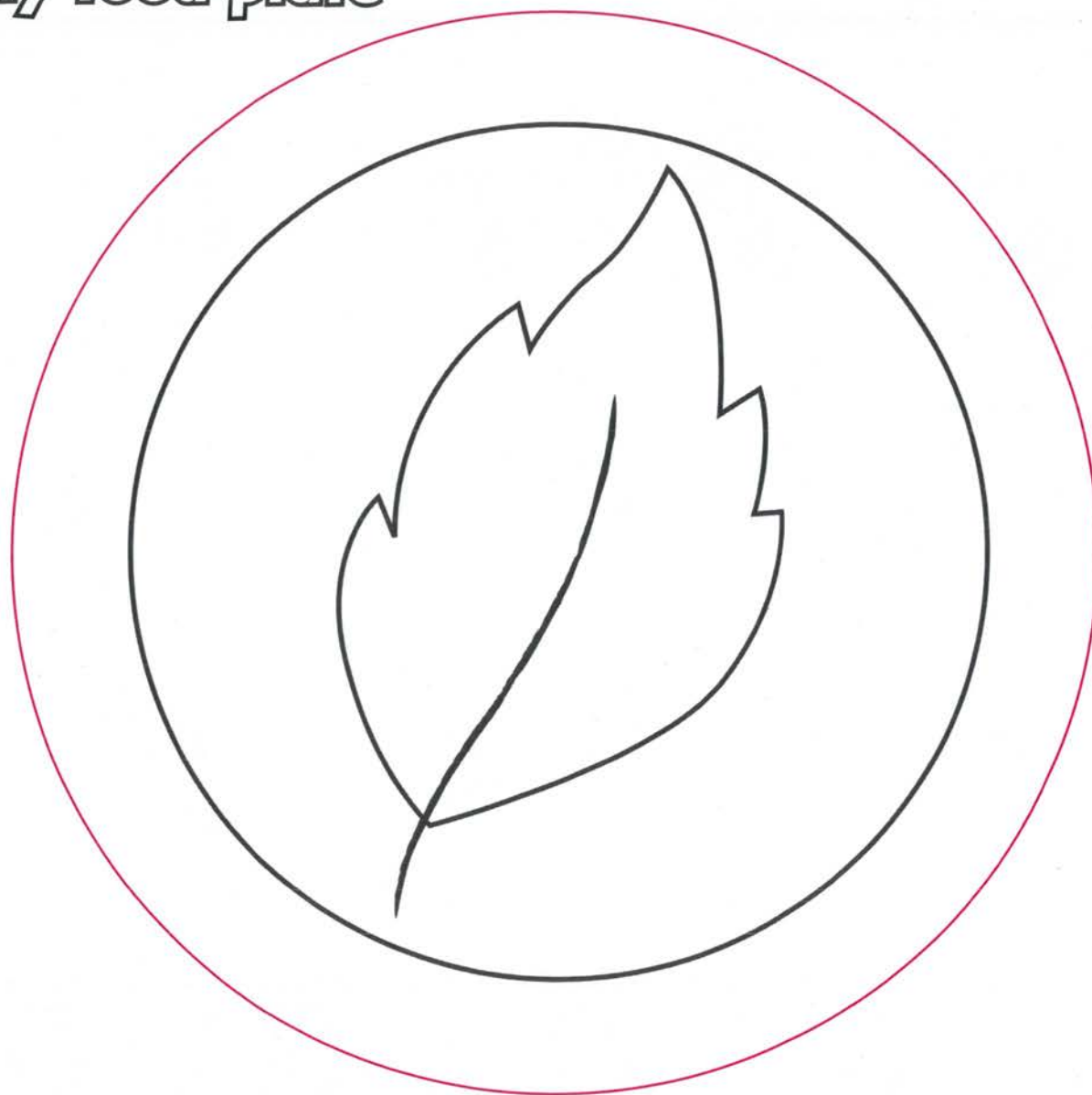


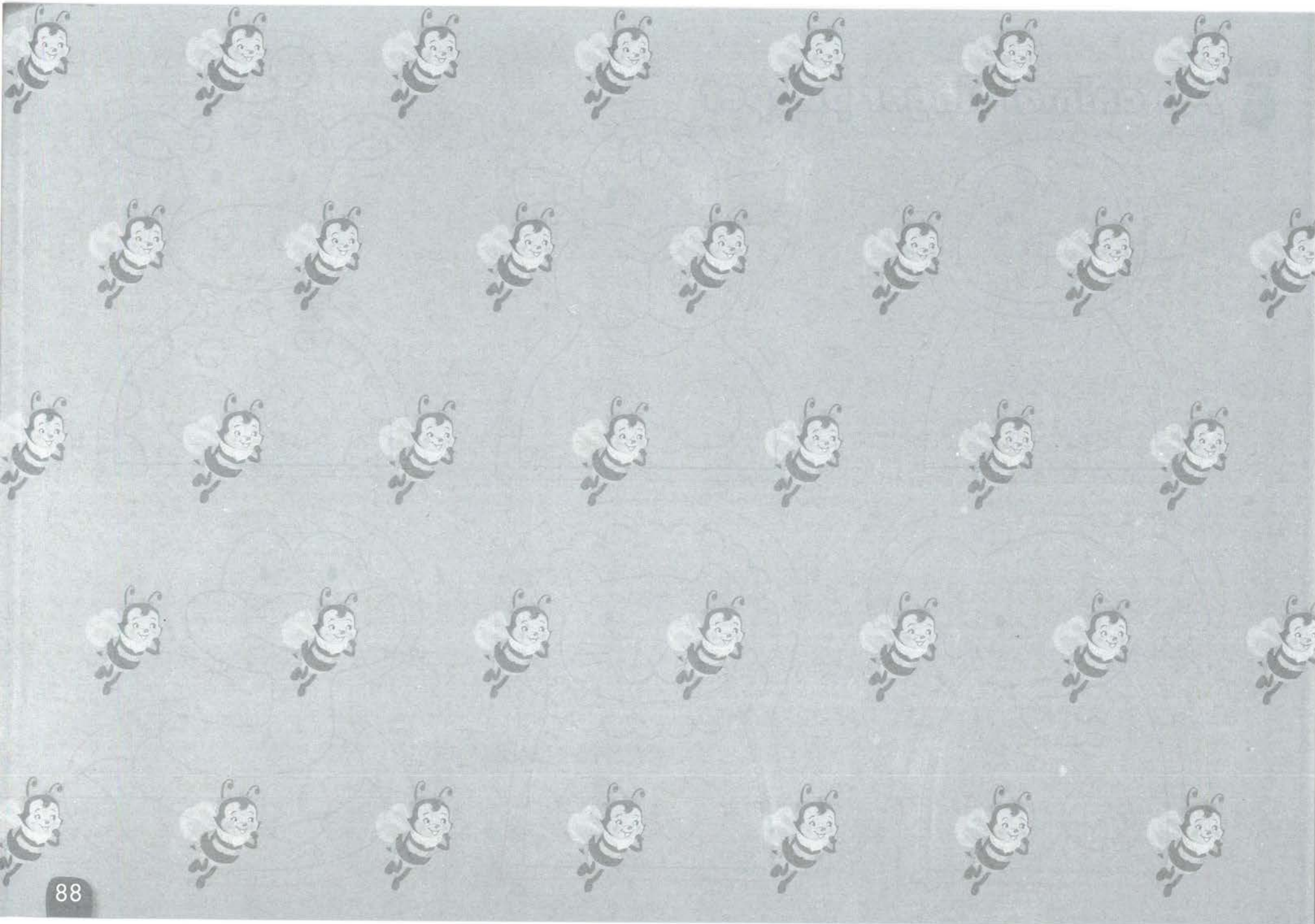


# Cut - Outs



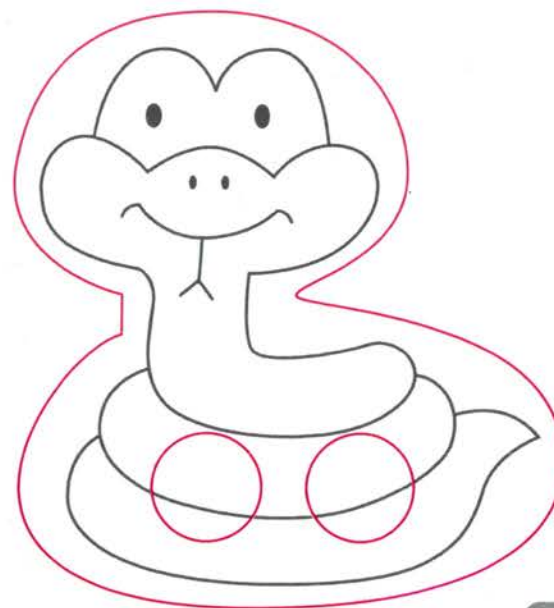
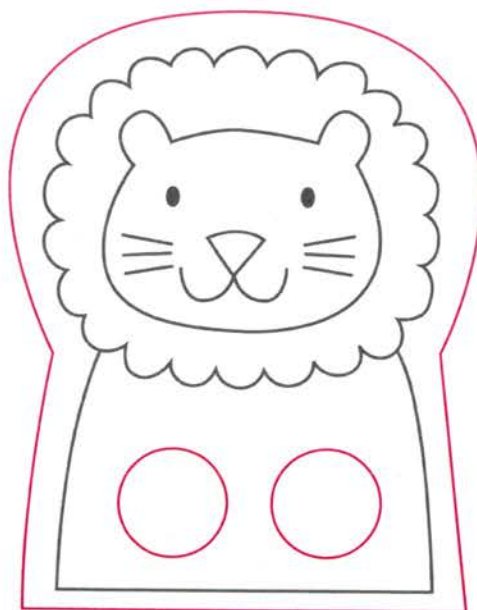
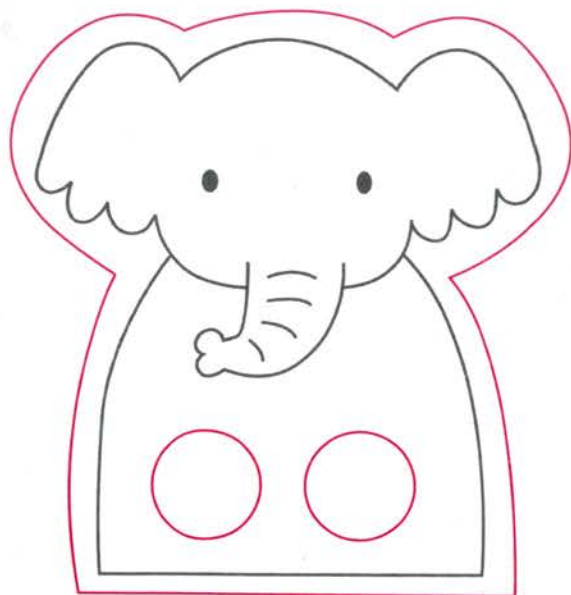
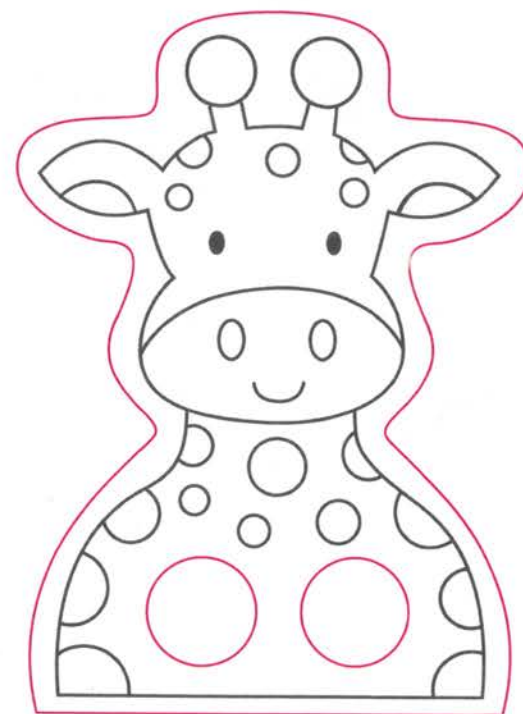
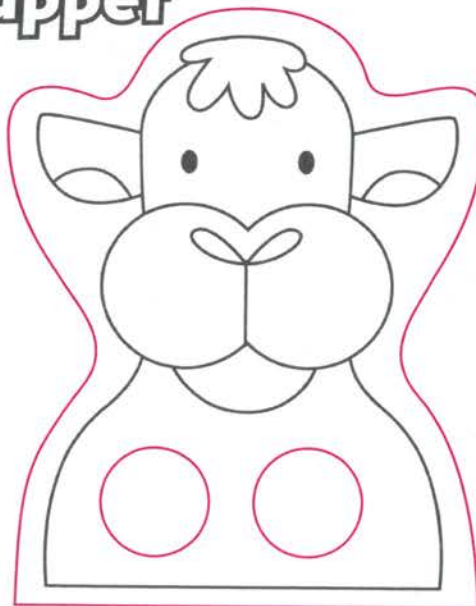
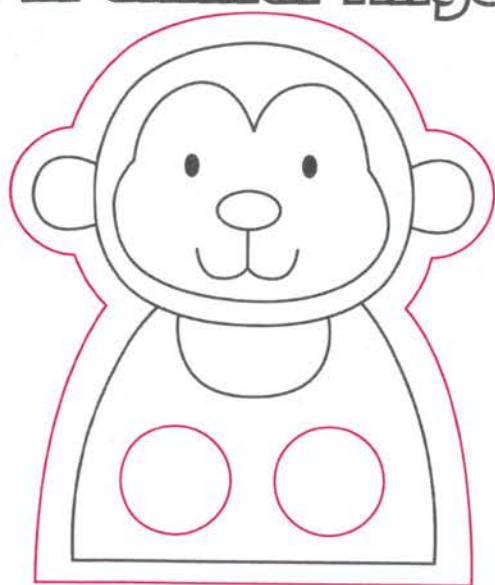
Unit  
**5** A healthy food plate

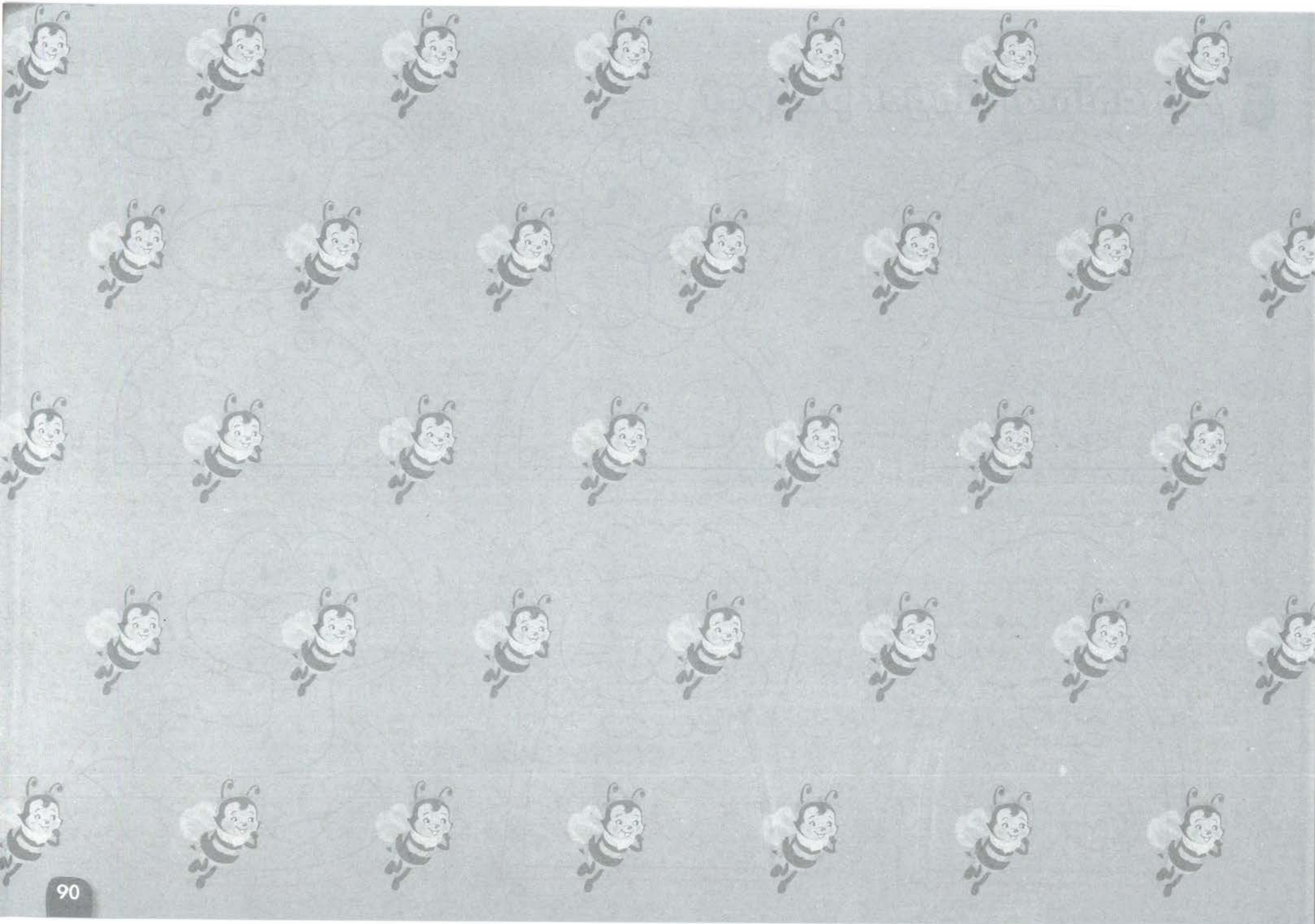






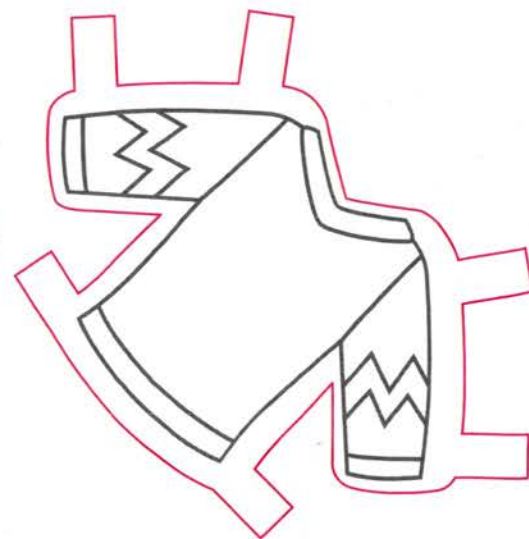
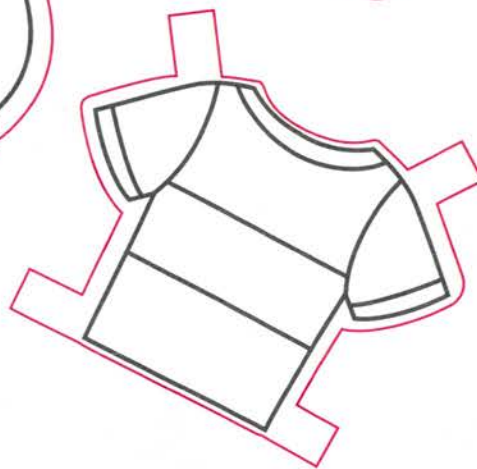
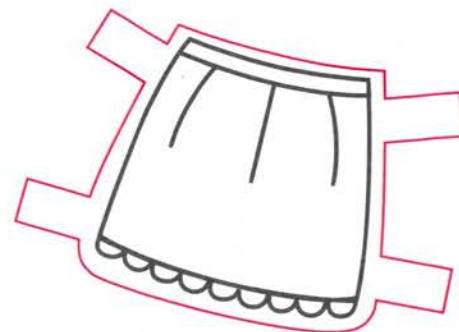
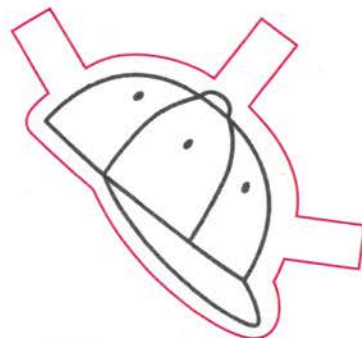
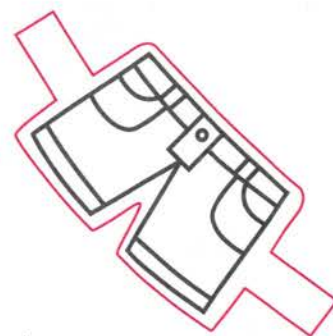
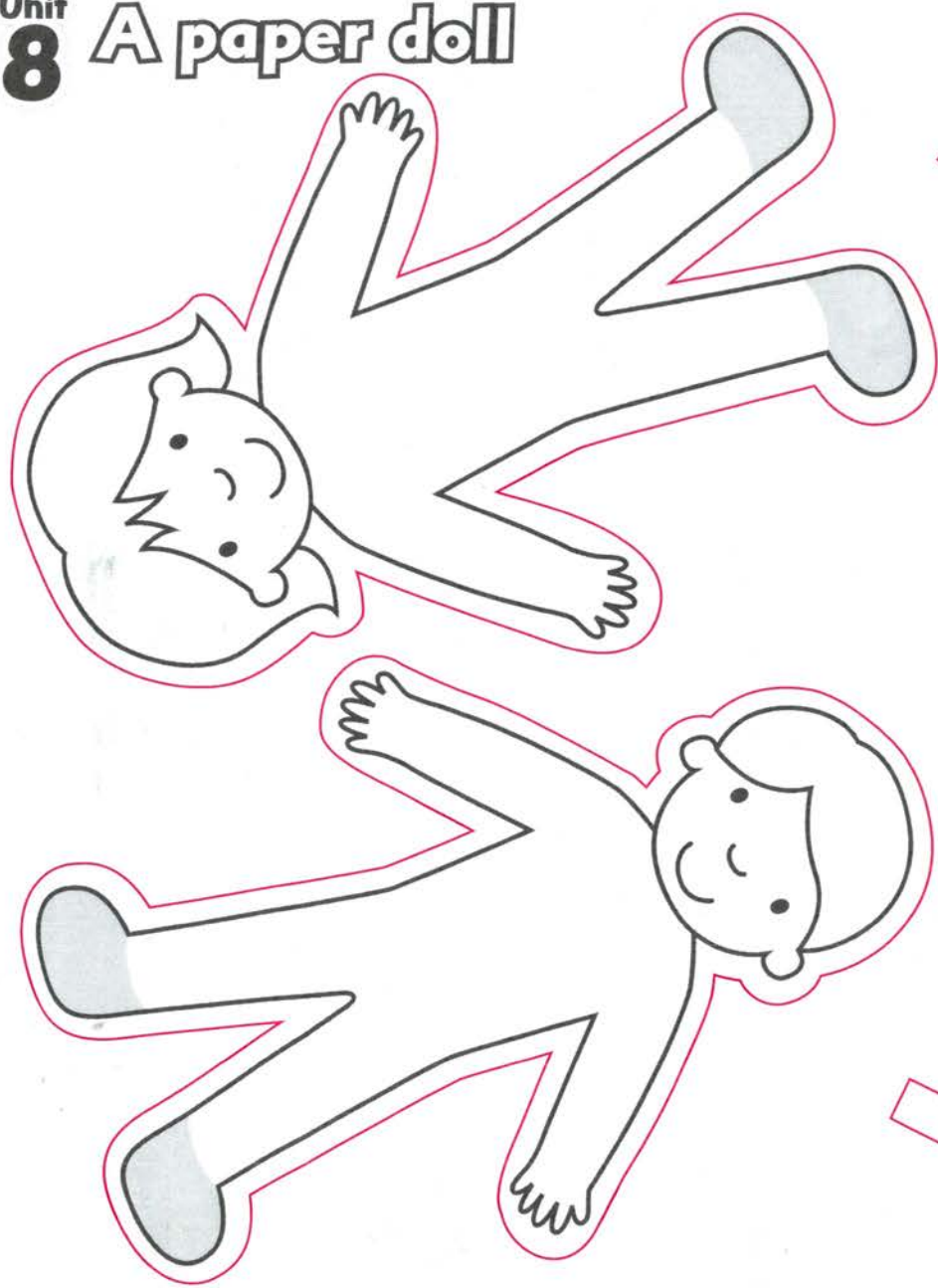
Unit  
**6** An animal finger puppet

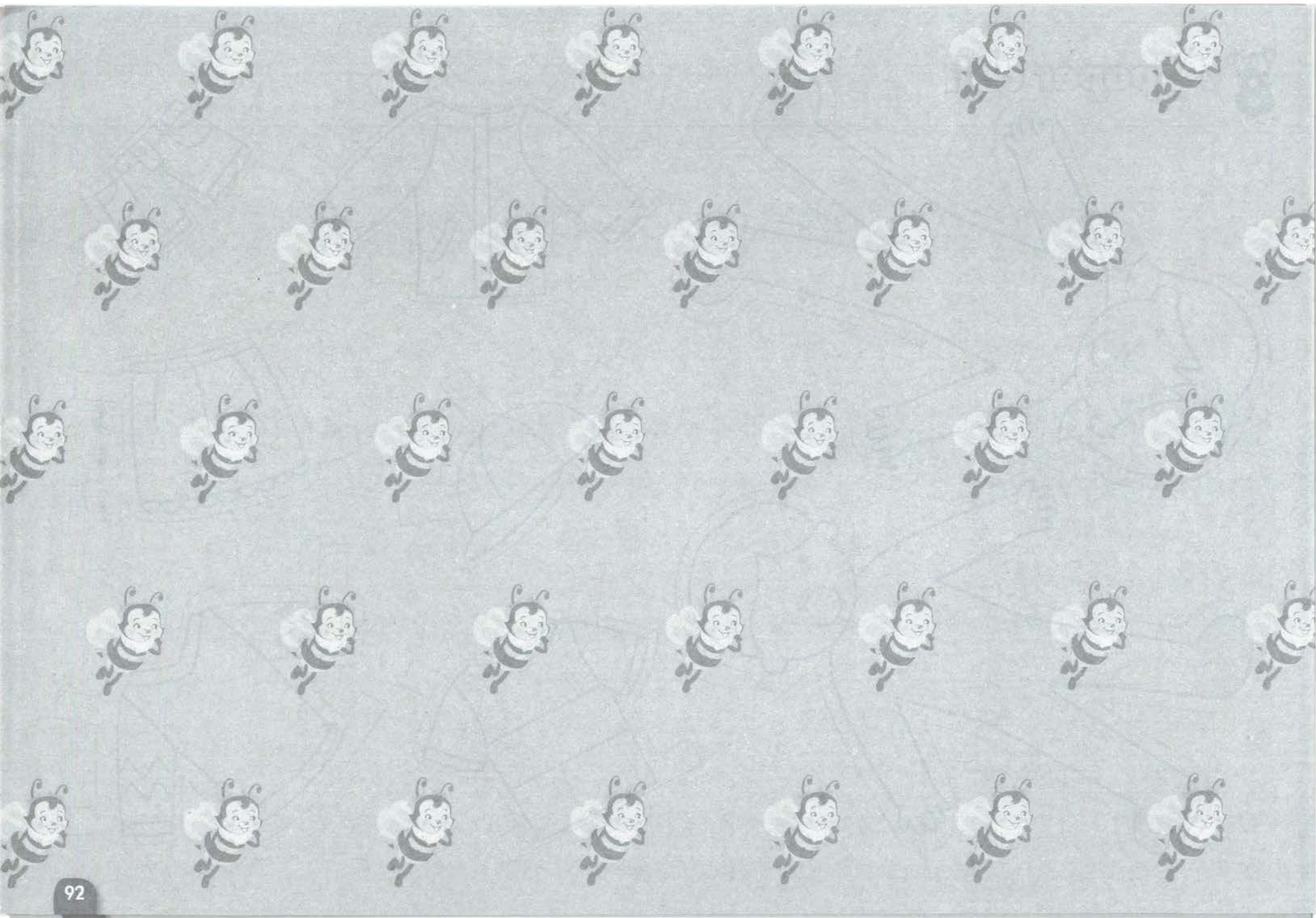






Unit  
**8** A paper doll







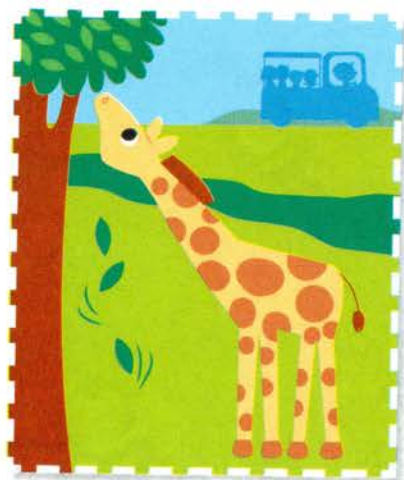
# Unit 5 A day out



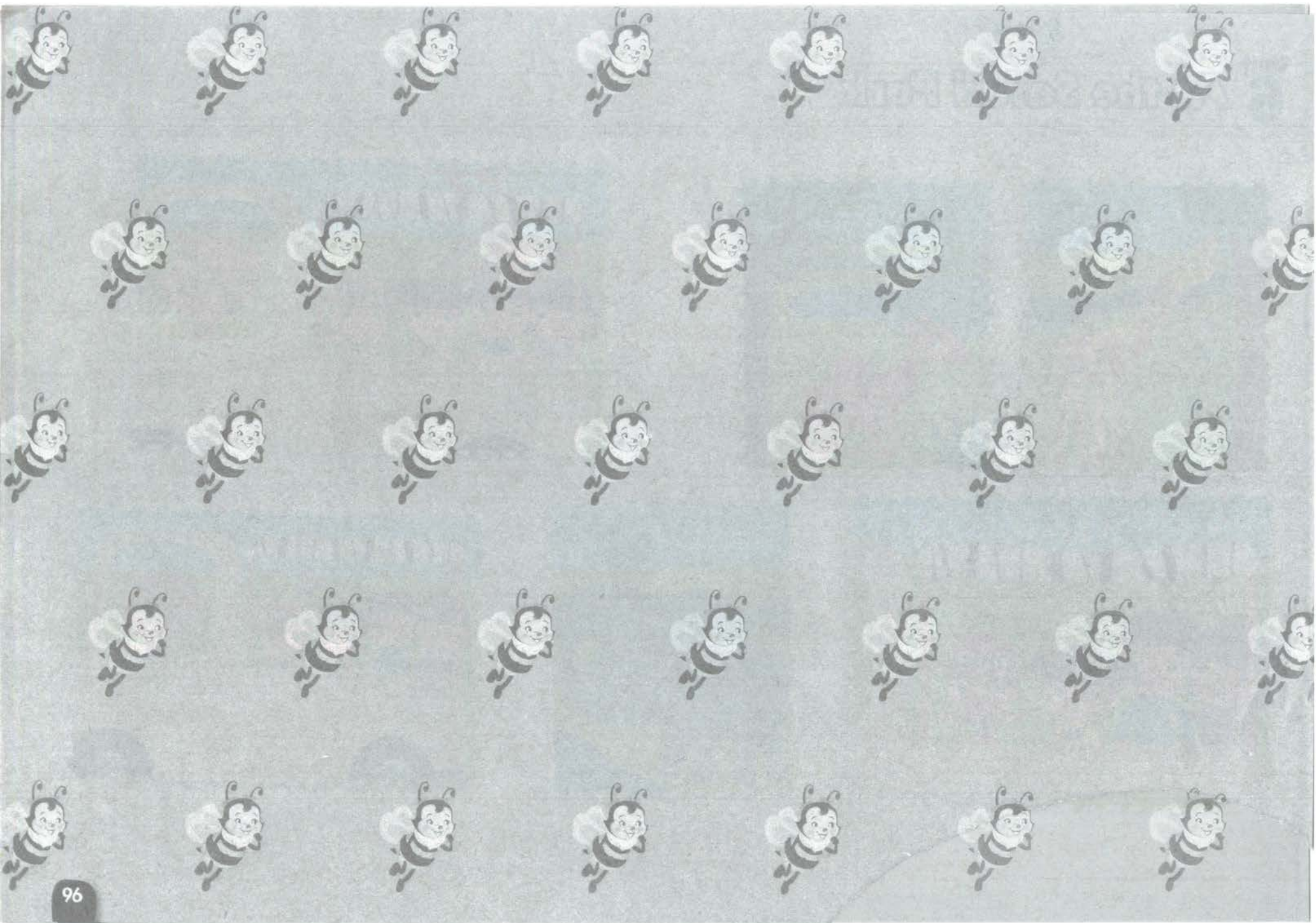




Unit  
**6** At the Safari Park



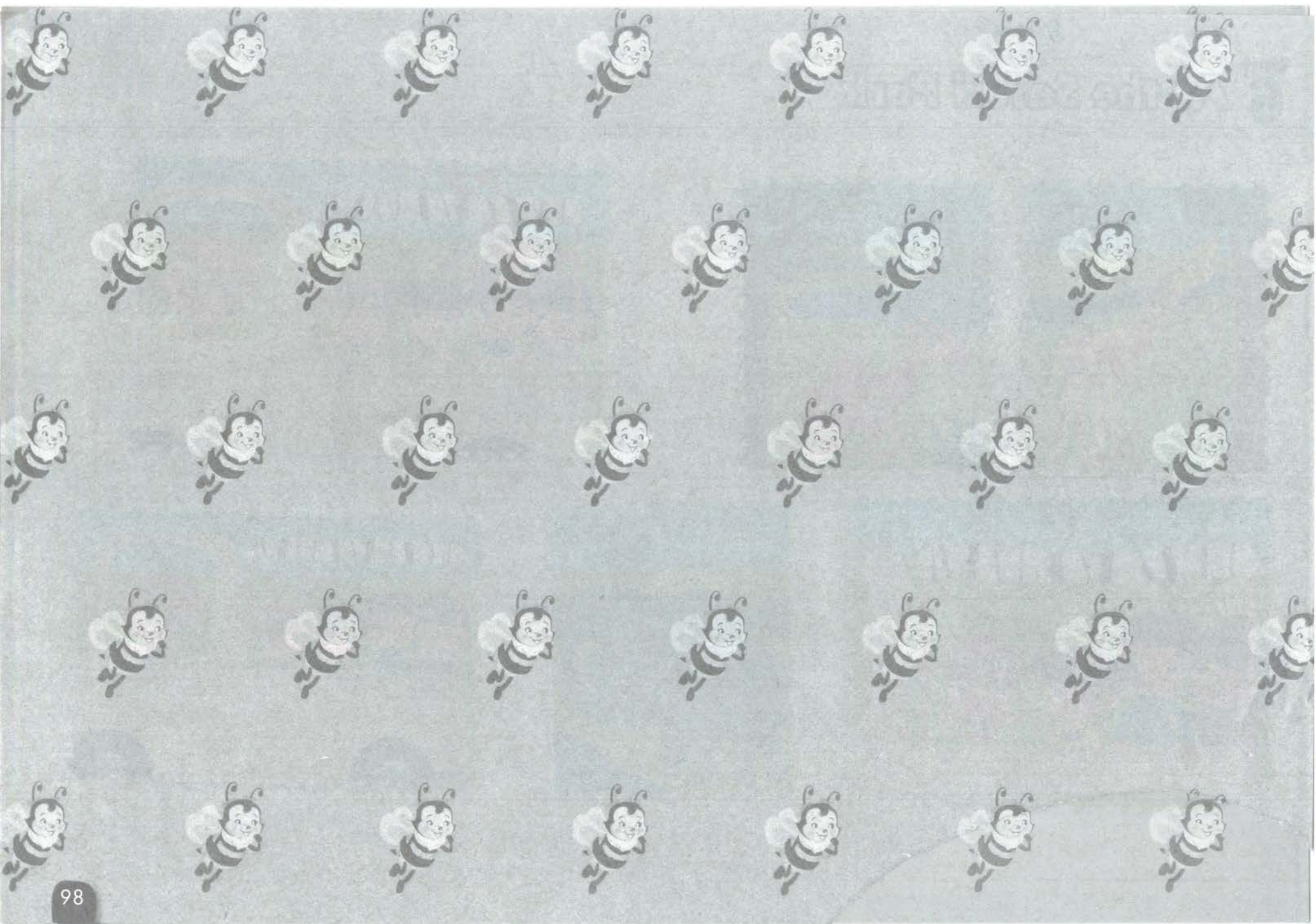




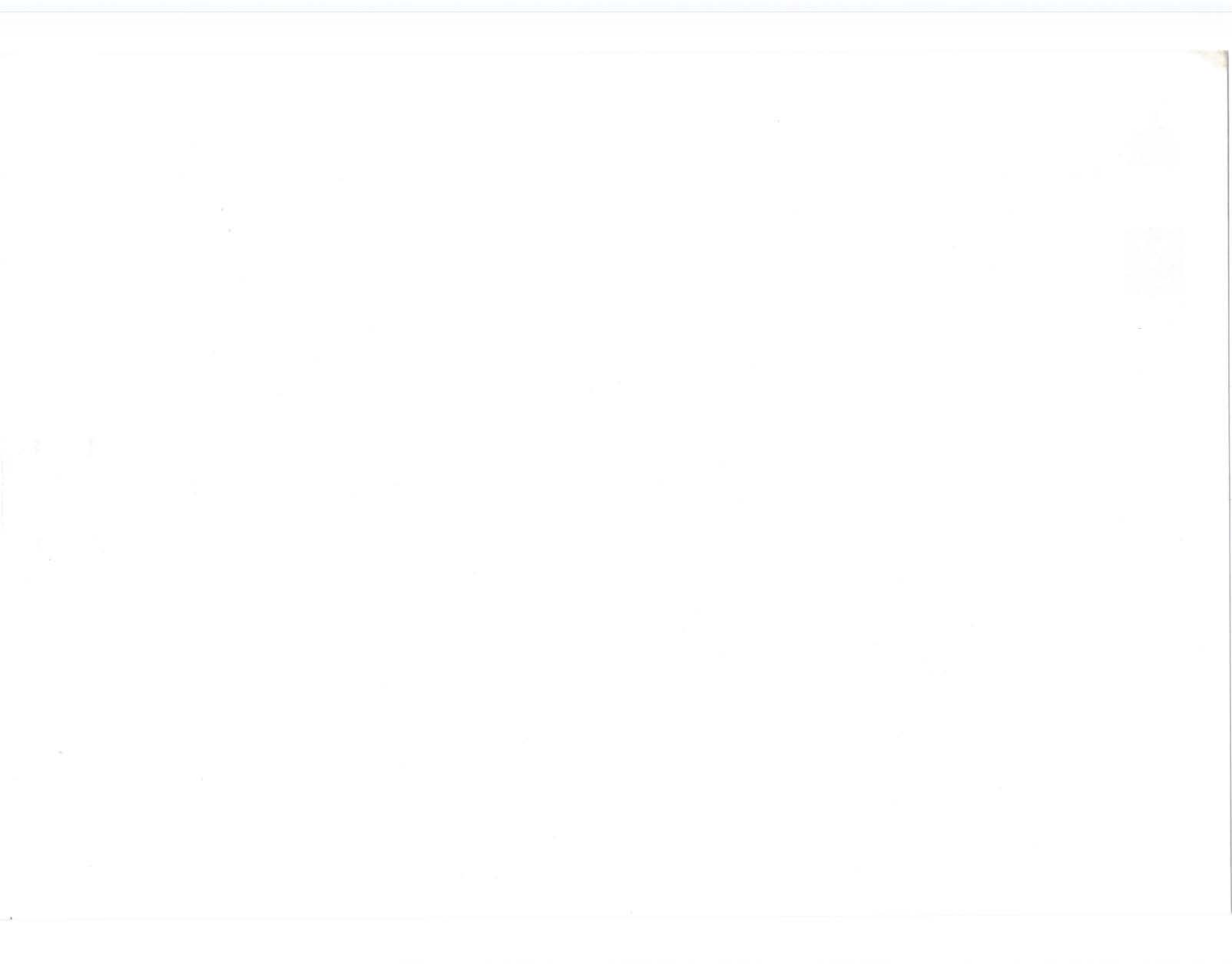


Unit  
**8** Let's play









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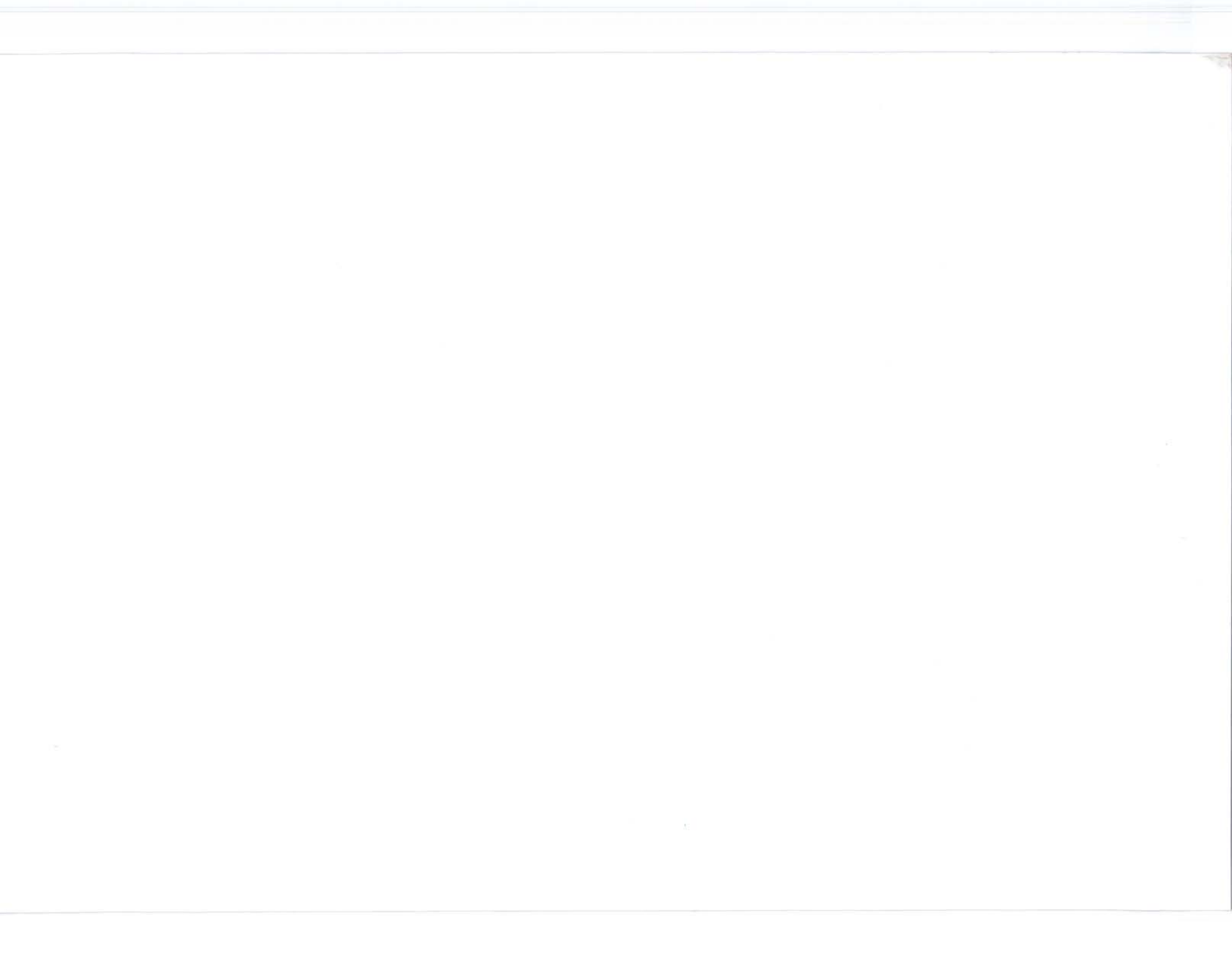
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